

MASTER SYLLABUS
FP130: AMERICAN GOVERNMENT AND CONSTITUTIONAL
DEVELOPMENT
POLITICAL SCIENCE DEPARTMENT
UNITED STATES NAVAL ACADEMY

Introduction:

This syllabus will serve as the definitive resource and authority for all instructors teaching FP130. It is designed to support the mission of the United States Naval Academy and to prepare midshipmen to take their oath to support and defend the Constitution of the United States.

The Mission of the Naval Academy is:

"To develop midshipmen morally, mentally and physically and to imbue them with the highest ideals of duty, honor and loyalty in order to provide graduates who are dedicated to a career of naval service and have potential for future development in mind and character to assume the highest responsibilities of command, citizenship and government."

All members of the United States Armed Forces must take the following oath:

"I, _____, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office on which I am about to enter. So help me God."

The core course in U.S. Government and Constitutional Development (FP130) supports the mission of the Naval Academy and brings meaning to the oath of office by achieving the following goals:

Substantive Goals:

Goal 1: Graduate midshipmen who are able to exercise authority decisively within the framework of the U.S. Constitution, American values, and the rule of law.

Goal 2: Graduate midshipmen with a comprehensive understanding of the U.S. Constitution, the institutions of American government, and American values ready to take the commissioning oath with full awareness of its significance.

Goal 3: Graduate midshipmen capable of recognizing the origins of political and cultural diversity in keeping with American values and constitutional traditions.

Goal 4: Graduate midshipmen capable of recognizing the importance of subordinating political self-interest to the common objectives of the American government.

Goal 5: Graduate midshipmen able to serve in international settings as ambassadors of American democratic ideals capable of explaining the key constitutional principles, values, processes, and institutions of the American government.

These substantive goals are met through the achievement of the following objectives in four units of instruction:

I. Constitutional Foundations

*Understand the belief system in the American political culture which promotes the rule of law and democracy and provides the tensions and contradictions that generate political disputes.

*Understand the basic principles built into the Constitution to allow self-government while limiting the powers of government to protect individual freedom.

*Understand the key role of the Bill of Rights in the achievement of American political ideals.

II. Institutions of American Government

*Understand the constitutional roles and strengths and weaknesses of the American governmental institutions (Congress, the Presidency, the Judiciary, and the Bureaucracy) in achieving the broad goals of the Constitution processes of governance.

III Political Behavior

*Examine the nature of political discourse and decision-making in American politics comparing an empirically derived picture with our on-going struggle to achieve the American political ideals.

*Understand the nature of politics by examining one's own beliefs and interests to explore their origin, consistency, and validity leading to a deeper understanding and appreciation of the political views of others.

*Learn to distinguish between governing principles and self-interest.

IV. Public Policy

*Understand how the American governmental institutions create policy in the areas of economic policy, social welfare, and foreign policy.

*Trace the main contours of public policies in the modern era.

Functional Goals -- The following functional goals are to be met through the achievement of the objectives listed below each one:

Goal 1: Graduate midshipmen of high moral character ready to assume positions of special trust and confidence as officers of the naval service.

*Understand the political processes that results in governmental decisions and the responsibilities of the individual within that system.

*Emphasize the ethics of public service and the special confidence and trust of those who serve the people by working for the government.

*Create the habit of considering the ethical aspects of official decision-making "up front" as part of the special trust of being an officer, government employee, or political leader.

*Understand the responsibilities of good citizenship at all levels of political participation.

Goal 2: Graduate midshipmen habituated to the processes of critical thinking as a means of achieving self-awareness and a greater understanding of the world.

*Apply the scientific method to human behavior and political phenomena to develop individuals with the mental agility to think beyond their own preconceptions and individual experiences.

*Apply the core values and principles of the U.S. Constitution to governmental decision making and problem solving.

Goal 3: Graduate midshipmen who express themselves clearly and effectively in written and oral communication.

*Develop oral communication as a key to effective decision-making and leadership.

*Emphasize writing as a process that focuses thought and forces clear, determined choices.

Goal 4: Graduate midshipmen capable of conducting meaningful research and intellectual inquiries using emerging information technologies.

*Apply the traditional methods of social science research to important questions concerning the American government.

Readings

A. The Department has adopted three texts for use in FP130. Instructors may choose one of the following:

- 1.) Lowi, Theodore and Benjamin Ginsburg. (most recent full edition). *American Government*. New York: W.W. Norton Publishing Co.
- 2.) O'Connor, Karen and Larry Sabato. (most recent full edition). *American Government: Continuity and Change*. New York: Addison Wesley Longman, Inc.
- 3.) Patterson, Thomas. (most recent full edition). *The American Democracy*. New York: McGraw Hill Publishing Text

B. The Department has adopted one supplementary reader and one ethics reader. Instructors must incorporate both. See the course topics and readings section for suggestions.

- 1.) Serow, Ann G. and Everett C. Ladd (eds.). (most recent edition). *The Lanahan Readings in the American Polity*. Baltimore: Lanahan Publishers, Inc.
- 2.) Bendel, Thomas (ed.). (most recent edition). *The Lanahan Readings in Government Ethics and the Military*. Baltimore: Lanahan Publishers, Inc.

Note: Students are asked to read approximately 80 pages per week, for a total of at least 1,200 pages per semester. Every topic in the Master Syllabus must be covered by the instructor, keeping in mind the course is a survey of a broad range of topics in American politics. On average, students should spend two hours studying outside of class for every one hour of in class time.

Grading

As a course with multiple goals of imparting substantive knowledge, improving academic skills, enhancing communications proficiency, and requiring students to confront the consequences of their attitudes, a variety and depth of evaluation techniques is important.

As a core course with wide visibility, both the principle and public reputation of fairness and equal work load requires a set of common standards.

The final course grade will be based on the range of weightings listed below. Instructors may choose within the range designated. However, the final exam shall be worth 30 % in every section. ***The final examination will be comprehensive, comprised of at least 50 % essay questions and will be designed for a 120-180 minute testing period.***

The two examinations given at 6 and 12 weeks will be comprised of no less than 50% essay questions. For the Fall 2000 semester the exams will contain approximately 50% common information but not common questions due to the varied times the exams are offered.

WEEKLY EVALUATIONS (10-15%)

TWO ONE-PERIOD EXAMS (20-30%; 10-15% each)

COMPREHENSIVE FINAL EXAM (30%)

PAPERS (20-30%)

PARTICIPATION (10-15%)

Note: All class requirements must be completed for a student to pass this course.

Weekly Evaluations (10-15%)

On a regular basis, by and large weekly, instructors should evaluate students on the readings, discussions, or media presentations. These evaluations can be in the form of a quiz, oral report, homework, or any other pedagogical tool which determines a student's progress and retention of knowledge. A minimum of six should be graded during the semester.

Examinations (10-15% for each of the one-period exams; 30% for the final exam)

Examinations should go beyond simple memorization of the material and attempt to measure the ability of students to apply the substantive material to new situations in logical, relevant and creative ways. At least one half of examinations should be comprised of essay type questions. One-period examinations should be designed to take a class hour to complete. The final examination should involve at a minimum two hours' effort.

Note: Students must pass the final exam (score 60 or above) to pass the course.

Paper Assignments: (20-30%)

Students should produce at least ten pages of written work for the course, either in the form of one term paper or a series of shorter papers. If multiple papers are used, they should focus on different topics and tap different research and analysis approaches.

Papers might include approaches such as:

**Policy Analysis*: weighing the pros and cons of policy alternatives and assessing how the policy was handled by various political institutions

**Institutional Reform*: evaluating a process problem and the options for reform

**Historical Development*: investigating the causes and consequences of various political behaviors or outcomes

**Attitude Confrontation*: analyzing the source and consequences of one's political outlooks

**Ethical Evaluation*: grappling with an ethical issue by analyzing the source and consequences of ethical considerations

**Critical Review*: critiquing the premises and conclusions of a book or several articles

The papers should be evaluated on the basis of:

*a clearly stated recognition of the importance of the topic and how it fits with the general course material

*technical correctness (spelling, grammar, organization)

*the ability to tap, utilize and cite important sources

*the capacity to go beyond description to creatively analyze situations and arguments in a succinct, logical, and coherent way

*the ability to adhere to established deadlines

*an appropriate stylistic convention from the standard plebe issued manual of style

The paper assignment should require students to make use of the Nimitz Library for research purposes. The paper assignment should incorporate the mandatory library visit in order to better acquaint students with social science research at USNA.

Class Participation (10-15%)

Class participation is a method of engaging students, helping them improve their oral communications skills, and evaluating their ability to understand the material.

Outstanding participation is a combination of frequency, relevancy and content.

Participation can be enhanced by a combination of specific instructor initiated exercises (debates, presentations, simulations, etc.) and the willingness and ability to participate in class discussion. A student's class participation performance also will depend in part on

proper classroom decorum, including paying attention, taking diligent notes, and staying awake at all times.

Ancillary Materials

Instructors are strongly encouraged to incorporate useful learning materials of many kinds into the course. These resources may include computer or other simulations, videos, guest speakers, case studies, and the like. The use of a range of these items helps to stimulate student interest and enhance the ability to retain information.

Academic Honesty

Students are expected to exhibit complete integrity in all of their activities concerning to this course. Academic dishonesty, including plagiarism of any type, may be cause for the initiation of an honor proceeding. Students therefore should be careful to attribute material properly whenever there is any doubt. Instructors should include a statement regarding academic honesty on their syllabus.

Extra Instruction

Each instructor will include in the course syllabus and post outside his/her office door the times when he/she will be available for office hours, as well as the means by which students should schedule extra instruction outside of those office hours. Students should not wait until the last minute to make appointments, for the demand for meetings tends to be greatest shortly before an exam or the due date for an assignment.

COURSE TOPICS AND READINGS

Note: Within each course topic, the Supplemental Readings are suggested readings from which instructors may pick, although this does not preclude the use of other readings appropriate to a particular topic. All sections will discuss and wrestle critically with the Major Themes and Discussion Questions. The Key Terms and Concepts allow for some variation in emphasis across course sections.

SECTION ONE: CONSTITUTIONAL FOUNDATIONS

1. The United States Constitution

Text:

O'Connor and Sabato, Chapter 1 and 2

Patterson, Chapter 1 and 2

Lowi and Ginsburg, Chapter 1 and 2

Supplemental Readings:

The Federalist No. 51 by James Madison.

Revolving Gridlock by David Brady and Craig Volden.

American Political Tradition by Richard Hofstadter.

Who Governs? and *A Preface to Democratic Theory* by Robert Dahl.

Of the Beginning of Political Societies by John Locke.

Reflections on the Bicentennial of the United States Constitution by Thurgood Marshall.

A Tub to the Whale: The Adoption of the Bill of Rights by Kenneth R. Bowling.

The Wall of Separation by Richard B. Morris.

Learning Objectives:

To understand the philosophical origins of components of the American democratic system.

To understand the tension between the grants and limits of power set forth in the Constitution.

To understand the major principles which arise in the Constitution.

To identify the shortcomings of the Articles of Confederation.

Major Themes and Discussion Questions:

How do we define "being an American?"

What is politics and why is it important?

What are the assumptions of human on which various types of government are formed?

How does James Madison describe the nature of politics in *The Federalist No. 10*?

Why did the Framers want to constitute a limited government?

What is Madison's thesis in *The Federalist No. 51*? What are his prescriptions?

Why were the Framers wary of democracy? Does this make any sense to us?

Just how democratic is our government? What would Dahl say? What do you say?

Why do we have government?

Key Terms and Concepts:

Social, Economic, Historical and Political Factors Leading up to the American Revolution

Colonial Governmental Heritage and Structures

First and Second Continental Congresses

Philosophical Roots via Hobbes, Locke, Montesquieu, Rousseau, Adam Smith

Classical Liberal Tradition

Declaration of Independence

Shays' Rebellion
Constitutional Convention
Virginia Plan and New Jersey Plan
Great/Connecticut Compromise
Differences Between the Articles of Confederation and the Constitution of the United States
The Federalist (particularly *No. 10* and *No. 51*) and the Anti-Federalist Critique of Both Documents
Structure of the Constitution's Seven Articles
Supremacy Clause
Elastic/Necessary and Proper Clause
Bill of Rights
Ideology of Self-Government
Limited Government
Equality vs. Individualism
Liberty vs. Authority
Negative Liberty vs. Positive Liberty
Representative Government
Inalienable Rights
Three-Fifths Compromise
Dual Sovereignty
Separation of Powers
Bicameralism
Checks and Balances
Interdependence
Articles of Confederation

In Class Activities:

Ask students to briefly comprise a list of all the functions they feel it is necessary for government to perform. Then discuss if any of these items are in conflict with one another (they will be). How best to reconcile these competing interests? For example, if it is important for government to secure the freedoms of its citizenry while providing equality for all, what tradeoffs must a governmental system make to secure both goals?

Suggested Videos:

Thomas Jefferson Clip

6:00

Jefferson's Legacy to the Republic comes from the Monticello Memorial Foundation's official biographical film of Thomas Jefferson. It captures Jefferson's post-presidential endeavors and sums up his life's contributions as the prime thinker and spokesman of the American political tradition.

Usage: May be used in a lecture on understanding the presidency or in lectures on the Founding Fathers.

The Road from Runnymede

This hour long film, narrated by Christopher Reeve, discusses the founding of the United States Constitution. From reenactments, narration, and current images the film attempts

to encourage students to understand the intellectual underpinnings and the political tradeoffs resulting in the U.S. Constitution. Terms and concepts made clear include: Magna Carta, Law of the land, Due process of Law, Limited government, Civil liberties, Life, liberty and property, John Locke, Consent of the governed, Taxation with out representation, Equality for all men, Inalienable rights, Consent of the governed, Sovereignty, Separation of Power

Usage: This film is best shown in small segments, stopping the video to discuss the material with students, pose questions, and reiterate the concepts shown. Only use the original version. Dubbed and digitized versions are distorted due to blockers placed on the film by the manufacturer.

Paper Topics:

Thomas Jefferson once said that this country should discard the Constitution every 20 years and write a new one. Jefferson believed that the Constitution should remain contemporary, a touchstone for the generation it governed. Is this possible? Could we today have a constitutional convention and write a new foundational document? If so, what would it look like? Should we continue being governed by a document 200 plus years old? Why or why not?

Ethical Component:

Ask students to consider how much freedom they are willing to give up for the greater good of society. Personal autonomy issues such as wearing seatbelts and helmets, abortion, prayer in school, and even technological issues such as mandatory drug testing for athletes can be discussed in light of the conflict imbedded in the Constitution concerning majority and minority rights.

2. Federalism

Texts:

O'Connor and Sabato, Chapter 3

Patterson, Chapter 3

Lowi and Ginsburg, Chapter 3

Supplemental Readings:

The Federalist # 39 by James Madison.

The Federalist # 46 by James Madison.

Laboratories of Democracy by David Osbourne

U.S. v. Lopez (1995)

Learning Objectives:

To understand the division of power between the national and state governments.

To appreciate the historical development of federalism.

To understand the consequences for public policy of federalism.

Major Themes and Discussion Questions:

What were the arguments for federalism at the Constitutional Convention?

Where are the concepts of enumerated, inherent, implied, and reserved powers found and what do they mean?

Describe the key historical events in American history that shaped the meaning of federalism.

What are the "nationalist" and the "states'- rights" views?

Key Terms and Concepts:

Separation of Powers

Enumerated Powers

Implied Powers

Inherent Powers

Concurrent Powers

Reserved Powers

McCulloch v. Maryland (1819)

Gibbons v. Ogden (1824)

Dual Federalism

Preemptive Power

Dual Federalism and Cooperative Federalism

Federal Mandates and Matching Funds

Commerce Clause and the Dormant Commerce Clause

Elastic/Necessary and Proper Clause

Hammer v. Dagenhart (1918)

Tenth Amendment vs. Article I, Section 8

categorical grants

block grants
matching funds
federal mandates
New York v. New Jersey(1978)
New York v. United States (1992)
U.S. v. Lopez (1995)
Printz v. United States (1997)

In Class Activities:

1. Have students work in groups to determine which services, problems, issues are left for federal control and which are best for state or local control. You can begin with traditional national issues such as defense and state issues such as education. Which issues do you feel should be controlled by both levels of government?
2. Have students divide into two groups. One group of students should take the states rightist position. Have them develop rationales for state control of a given number of issues. Conversely, have a group of students take the nationalist position and develop rationales accordingly.

Suggested Videos:

Fred Friendly's series "The Constitution: That Delicate Balance. Part 13.

This particular episode focuses on federal debates such as health care and education. The format is a roundtable discussion with a hypothetical question posed to a number of policymakers and scholars. One scenario involves a local school district which must deal with complying with regulations for the disabled. The school must alter its structure, costing a great deal of money, to accommodate a student. Is it a federal responsibility since the regulation is federal or is it a state and local problem since the student locally requests the school district assist her access to school? The discussion is lively and entertaining but students may tire some of the talking heads. You can set up the clip in light of Lopez, and Printz. Many well known pols are featured in the film.

Paper Topics:

Today federalism is one of the hottest and most controversial topics in American politics. Why? The Supreme Court has indicated that the Tenth Amendment is alive and well. What goods and services should be provided by the federal government and which by the state or local government? Taking into account the theories which accompany both a state rights and nationalist position, select a policy area and argue that it would function better if its authoritative focus changed. For example, welfare, education, crime control, health care.

Ethical Components:

1. In 1987 the federal government withheld federal highway construction funds to all states that refused to raise their drinking age to 21. Almost all states, feeling they had little choice, responded with state laws raising the legal limit to consume alcohol. This "carrot and stick" policy has been characterized by some as immoral and unethical. Is it

fair for Congress to force state legislatures to pass statutes that Congress desires by utilizing the power of the purse?

2. Is it ethical under the New Federalism for Congress to mandate that states administer what is traditionally a national project without mandating the corresponding funds? Is it ethical for states to refuse? What about the recipients, the citizen, caught in the middle?

3. Civil Liberties

Texts:

O'Connor and Sabato, Chapter 5

Patterson, Chapter 4

Lowi and Ginsburg, Chapter 4, pg 109-125

Supplemental Readings:

Free Speech versus Civil Discourse: Where do we go from here? By Paul McMasters.

Girls Lean Back Everywhere by Edward de Grazia.

Nature's God and the Founding Fathers by E.M. Halliday.

Gideon's Trumpet by Anthony Lewis.

Miranda v. Arizona (1966)

Learning Objectives:

To understand the relationship between minority rights and majority rule.

To understand the tension between liberty and equality.

To understand the historical context of the protection of civil liberties.

Major Themes and Discussion Questions:

Is freedom of expression essential to democracy?

What are the tradeoffs made in the United States between majority rights and minority rights?

How does the government protect the liberty of all its citizens?

What due process rights do those accused of breaking the laws of society have?

Key Terms and Concepts:

Rights and Privileges

Majority Will and Minority Rights

Individualism vs. Societal Goals

Barron v. Baltimore (1833), Slaughter House Cases (1873)

Fourteenth Amendment and Selective Incorporation

Due Process Clause of the Fourteenth Amendment

First Amendment

Freedom of Religion (Establishment Clause and Free Exercise Clause)

Freedom of Speech (Literal Speech vs. Symbolic Speech and Freedom of Expression)

Obscenity -- Miller v. California (1973)

Freedom of Assembly, Petition, and Association

Freedom of the Press

Right to Privacy

Abortion Rights -- Roe v. Wade (1973), Webster v. Reproductive Health Services (1989),

Planned Parenthood v. Casey (1992)

Rights of the Accused -- Gideon v. Wainwright (1963), Miranda v. Arizona (1966), and

Mapp v. Ohio (1961)

Probable Cause

Trial by Jury

Death Penalty
Cruel and Unusual Punishment
Searches and Seizure
Search Warrants
Self Incrimination
Right to Counsel

In Class Activities:

Students readily understand the term due process when applied to their daily life although they may not know it. Ask students to recount honor cases that they have heard of or know about. In no time it is apparent that what bothers them the most is a concern of random results or special treatment. The concept of due process, of fundamental fairness and procedural regularity, become instantly more meaningful.

Ask students what regulations they would enforce with due process. Take the course requirements for example. The concept of due process can be applied to the docking of late papers and other rules contained in your syllabus. Ask students to consider when should the rules be applied and when should exceptions be made. Would they themselves ask for an exception? When would it be justified? The point is to ask them to see that most of us favor the concept of due process and procedural regularity until we suffer from its consequences, causing us to ask for exceptions.

Suggested Videos:

Rodney King Beating

3:25

This is the actual two minute of footage shot by an amateur photographer of L.A. police officers and California Highway Patrol in 1991 subduing Rodney King, who is stopped for allegedly speeding, erratic driving, and failure to stop forcing the police into hot pursuit. He is brutally beaten, suffering 11 skull fractures, broken and missing teeth, a crushed cheekbone, and a broken ankle. Twenty five officers in all were present and eventually four were indicted for their actions.

The tape led to the firing of the police chief, Daryl Gates, and motivated a Justice Department review of law enforcement practices around the country. In 1992 a jury found the four officers not guilty - a verdict which led to riots in Los Angeles. In 1993 two of the officers were found guilty in federal court for denying King his constitutional rights and were sentenced to prison. In 1994 King settled a civil suit with the City of Los Angeles for a reported 3.8 million dollars.

King's record has not remained pristine. He is later charged with soliciting a male prostitute, assaulting his wife in a domestic dispute, convicted of drunk driving and violating probation.

The Los Angeles Police Department has a long and chronic history of corruption and abuse. Even today, the Rampart Scandal threatens to overturn hundreds of convictions due to police lying, fabricating evidence and witnesses, and giving false testimony under oath.

Usage: This video raises numerous ethical questions. Fair treatment by the police, the question of race, and the ethical test of what one does when no one is looking, all can be usefully embellished by this controversial footage. King's due process rights, in addition to his civil rights and civil liberties are clearly violated. Many students are surprised that police conduct themselves with such brutal force. If students find this case incredulous and an exception, current examples such as the Abner Louima case in Brooklyn, the Amadou Diallo case in the Bronx, and the recent Philadelphia police beating case all indicate that police brutality is not unheard of. As Chief Justice Warren Burger once wrote, "Who will watch the watchmen?"

Flag Burning Clip

2:40

The flag burning clip depicts a statement by a protestor over the use of the flag. It provides the students with a better understanding of the arguments of the opposition to the legislation.

Usage: part of a series of clips on the flag burning issue. This segment may be used in discussion of the protest and arguments against the legislation.

Paper Topics:

1. Most of our students have no idea what it is to be poor and powerless, in every sense of the words. Many have little sympathy for those who are disadvantaged and many see them as underachievers rather than a product of a system which allows few opportunities. The vast majority believe the idea that there is "liberty and justice" for all. Ask students to imagine they are someone from a completely different background, socioeconomic status, race, and even gender. With little opportunity or hope, how would they attain power and status?
2. Have students evaluate speech codes which are prevalent on many college campuses. A number of highly visible colleges and universities have instituted school policy requiring students to not make comments that are racist, sexist, or disrespectful to others. Are these "politically correct" codes ultimately good for the marketplace of ideas or are they limiting the fringes of the First Amendment? In other words what speech should be protected and what should be allowed?

Ethical Component:

1. When should majority rule? When should the rights of the few be paramount?
2. What would you do as a leader in the armed services, if one of your troops had tattoos which were racist or sexist? As long as they are not visible in uniform, they are allowed, yet aboard ship, in close quarters, a swastika or a coat of arms of the Aryan Brotherhood would be highly inflammatory. How would you balance the rights of the few with the rights of many?.

4. Civil Rights

Texts:

O'Connor and Sabato, Chapter 6

Patterson, Chapter 5

Lowi and Ginsberg, Chapter 4, pg 126-160

Supplemental Readings:

Simple Justice by Richard Kluger.

Race Matters by Cornel West.

Letter from a Birmingham City Jail by Martin Luther King, Jr.

The Rage of a Privileged Class by Ellis Cose.

The Tyranny of the Majority by Lani Guinier.

Learning Objectives:

To understand the struggle of equality, particularly by African Americans.

To understand the theory of affirmative actions, quotas and preference in race relations.

To understand the umbrella of Fourteenth Amendment protection beyond racial discrimination.

To appreciate the differences among Americans in the context of race relations and the idea of a color blind society.

Major Themes and Discussion Questions:

Why did the Civil War and the Thirteenth, Fourteenth, and Fifteenth Amendments not end discrimination?

What do the struggles over voting rights, rights for the criminally accused, and access rights have in common?

How has the U.S. Supreme Court created a system of classifications and tests to apply the equal protection clause of the Fourteenth Amendment?

Why was there initially no equal protection clause in the constitution?

Key Terms and Concepts:

Equal Protection Clause of the Fourteenth Amendment

Dred Scott v. Sandford (1857)

Civil Rights Cases (1883)

Plessy v. Ferguson (1896)

Brown v. Board of Education of Topeka, KS (1954), (1956)

Jim Crow Laws

Separate-But-Equal Doctrine

De Jure Segregation

De Facto Segregation

Rational Basis Test, Intermediate Scrutiny, Strict Scrutiny

Suspect Classes

Civil Rights Act (1964)

Voting Rights Act (1965)

Affirmative Action and Reverse Discrimination

Regents of the University of California v. Bakke (1974)
Adarand v. Peña (1995)

In Class Activities:

1. Have students consider the difference between equal treatment and equal opportunity. If laws make distinctions about us by their very nature, which of these distinctions are allowable and which are not? Consider distinctions such as veteran's preference, insurance rates for men and women, smokers and non smokers, pregnancy leave, family leave, same sex partners protection laws.
2. View any bits of the Eyes on the Prize series, both parts I and II. There are at least a dozen films in this series all which include original footage of the struggle for civil rights and interviews of the participants reflecting back on the events. Most students have seen little of this era and find it riveting. Many are in disbelief that these events occurred so recently and in places not traditionally associated with civil rights struggles. The series supports the idea that a picture speaks a thousand words.

Suggested Videos:

Lincoln Clip

4:40

Abraham Lincoln's Gettysburg Address is a literate and compelling concise film clip on this great American speech and the surrounding historical context on emancipation.. It portrays Lincoln's magisterial impact on the presidency.

Usage: Excellent for use in discussions of the Presidency or civil rights to give students the flavor of the times and the conviction of the president in favor of emancipation.

Martin Luther King Clip

"I have a dream" speech:

Usage: this is a great opening to a discussion of the Civil Rights movement of the 1950/1960s. It is really a clip that all students should see because it had such an impact on so many people. It did not, by the way, have as powerful an impact immediately, but it proved to be very crucial for the civil rights movement.

Malcolm X Clip

8:55

Malcolm X speech is depicted from the 1960s and the civil rights movement. There is footage of separate facilities and the clip raises a number of sensitive topics addressed by the civil rights movement. It may be used together with the Martin Luther King clip. It provides a stark contrasts with the approach, for instance, of Martin Luther King and other advocates of nonviolence. The juxtaposition of the two approaches is a good discussion starter.

Usage: The footage is interesting to use in a discussion of the various approaches to attaining civil rights.

Separate but Equal

This four hour video is more useful for the instructor rather than the student due to its length. It is an engaging recreation of the famous Brown v. Board of Education of

Topeka, KS case. It features Sidney Poitier as Thurgood Marshall and Burt Lancaster as James W. Davis. If you start watching it, you won't want to turn it off. Students enjoy it but it is difficult to use only portions of it.

Paper Topics:

Have student watch "Eyes on the Prize Part IV: No Easy Walk (1962-1966). In this video students see real footage of the struggle for civil rights. Write a paper addressing the following: comment on the ability of the Reverend Martin Luther King Jr. to mobilize people into political action. What about his speech and demeanor made people respond to him? How does this mobilization contradict our contemporary picture of citizens as politically apathetic? What made this situation unique? What broader implications does this suggest about the capacity of the disadvantaged to affect public policy? Finally, what about the speech motivated you, or conversely, "turned you off?"

Ethical Component:

One common basis for claiming equality is that the determination of the "winner" was fair. A usual way of determining the winner is a standardize examination. Have students consider the value of standardize tests. What exactly do the tests measure? Is the measurement tool very accurate...accurate enough to award scholarships, admission to colleges (such as USNA) on the basis of points. What is the difference between a 90 and 88 in terms of knowledge or ability? Does the measurement tool really measure something relevant to the skill needed? (Does the MCAT serve as a good predictor of who would be a good and competent doctor?) And finally, if the scores are not exacting, can one morally and ethically allow for preference to be given in the name of equal opportunity? Could you reward the 88 over the 90?

SECTION TWO: INSTITUTIONS OF AMERICAN GOVERNMENT

5. Congress

Texts:

O'Connor and Sabato, Chapter 7
Patterson, Chapter 12, 13
Lowi and Ginsberg, Chapter 5

Supplemental Readings:

The Rise of the Washington Establishment by Morris P. Fiorina.
Home Style by Richard Fenno.
Congress: The Electoral Connection by David Mayhew.
Pork: A Time-Honored Tradition by Paul Starobin.
In Praise of Pork by John Ellwood and Eric Patashnik.
The Congressional Experience by David Price.

Learning Objectives:

To understand the process of representation as a method of making democracy feasible.
To identify the impact of congressional membership, structure and strategies.
To place Congress in the context of competing political institutions.
To understand the major functions of Congress, lawmaking, representation, and oversight.

Major Themes and Discussion Questions:

How does the congressional election process affect what goes on in Congress?
How does the structure of an organization or institution determine the way in which it makes decisions and the characteristics of the decisions that get made?
What are the nature and consequences of leadership in Congress?
What is the seniority system in Congress and what are its effects?
How does a bill become a law?
How does Congress represent the national interest?
Why do citizens like their own congressperson but dislike Congress?

Key Terms and Concepts:

Bicameralism
Bases of Representation for House (Population) and Senate (Statehood)
Constitutional Requirements for Membership
Demographic Attributes of Contemporary Members of Congress
Legislative Veto -- *INS v. Chadha* (1983)
Congressional Oversight
Enumerated Powers and the Elastic Clause
Methods of Representation: Virtual, Delegate Model and Trustee Models
Leadership Positions in Congress and the Duties of Those Who Hold Them

How a Bill Becomes a Law

Committees and Subcommittees -- Standing, Select, Joint, Conference

Oversight Function

Logrolling

Filibuster, Cloture, Discharge Petition

Seniority System

Incumbent Advantages -- Name Recognition, Visibility, Postal Frank, Office Staff,

Travel Benefits

Casework and Homestyle

Reciprocity and Bargaining

Term Limits

In Class Activities:

1. Institutional Demographics: Discuss the degree to which Congress demographically represents the U.S. population in the context of the degree to which this year=s Plebe class demographically represents the population. Guide students toward thinking in terms of motivations, legal requirements, skills, gatekeeper selection criteria (the voters or the Admissions Board) . Discuss the advantages and disadvantages of a Congress or an Academy class that is not a mirror image of the U.S. population.
2. Representation: Take a hot Academy issue for Plebes (the number of weekends, food in Bancroft Hall, etc.) Tell the class they can pick one class member to go to the Superintendent to represent Plebe interests on the issue. Determine how they choose the representative and assess the degree to which it is fair and democratic. Have the chosen person outline how they would go about preparing for the meeting. Assess whether they would approach it as a “trustee” who represents (re-presents@C presents for a second time) Plebe interest from their own experience, or whether they play more of a “delegate” role, using direct consultation with the rest of their classmates. If the class representative does not think beyond their particular section of FP130, talk about their implied definition of their constituency (those whom a representative looks out for). Have the representative discuss what they would do if there was a difference of opinion among the Plebes on the issue.

Suggested Videos:

Senator Graham Clip

2:29

Graham weighs a tax bill for health care on the floor of the U.S. Congress in this C-Span clip of a session of Congress dealing with health care reform and taxes in 1993. The Senator pokes fun at the size of the 1994 tax legislation being proposed by literally putting the huge bill on a scale and weighing it. He then makes a point about the size of the bill and the bureaucracy it will generate by measuring down the huge pile.

Usage: Humorous illustration of the type of detail major legislative bills may require, particularly tax bills. May be used for a discussion of the broader issues of health care reform. One could also ask the question of whether such bills do not turn off many citizens to over-regulation by the government – i.e. what should be the role of government in the lives of its citizens?

Just a Bill Clip

3:18

Short cartoon and jingle from 'School House Rock' show explains how a bill is passed in very straight forward and simplistic terms. Students are familiar with the cartoon and enjoy the clip. It makes them sit up and take notice, but it is very basic in its discussion – i.e. some of the steps such as the vote in committee on each side of the Congress is left out.

Usage: Good conversation starter on how the U.S. Congress passes legislation, but needs to be backed up with a diagram on the board and further discussion and materials.

A Bill Becomes a Law" Clip

A Bill Becomes A Law: Although the sterile "A Bill Becomes A Law" chart included in all textbooks fails to capture the dynamism and variety of the legislative process, the basic steps in the legislative process do serve as a benchmark for the various stages through which legislative must pass. This set of clips allows one to emphasize that passing legislating involves a number of decisions, made by a varying set of players in two very different institutions. The bill chosen for explicating the process was one that involved relatively little conflict and over which students are unlikely to take sides. It involved changing the name of National Airport to Reagan National Airport. The various components of the process included in this set are:

0:21

House Committee Debate: Much of the work in Congress is done in committees. Here a member explains his opposition to HR 2625 that would rename National Airport. Often committee hearings involve testimony by outside experts, although that was not the case here.

0:55

House Committee Vote: once discussion is completed, the committee votes on the legislation and gives direction to the committee chair who will lead the fight on the floor and will represent the House if a conference committee is needed with the Senate.

1:28

Rules Committee Report: The Rules Committee serves as the House "traffic cop" scheduling legislation and presenting a "rule" outlining how debate will proceed. Here the chair of the Rules committee sets out the method of consideration.

2:15

Committee of the Whole: It is difficult to maintain a quorum of 218 member need to in the House of Representatives so they use a legal fiction and refer legislation to the Committee of the Whole which only needs 100 members for a quorum. Here the rule proposed by the Rules Committee is passed and the House dissolves into the Committee of the Whole to debate the legislation. The mace, symbol of power) can be seen being taken down at the left of the screen indicate that the full house is no longer in session.

0:21/ 0:30

House floor Debate (pro and anti): The bulk of substantive debate is carried out during the Committee of the Whole. Here the two sides are outlined by opposing members.

1:25

Final Vote in the House: here the final vote in the House is done by a voice vote. If the decision was close, members might have asked for an electronic vote where each individual's position would have been recorded.

1:00

Senate establishment of rules: The rules for debating a particular issue in the Senate are established by unanimous consent agreements coordinated by the majority leader. The Senate version of the Reagan national Airport Bill, S1575, was debated under the rules established by Senator Lott since there was no objection.

1:08/0:47

Senate Debate (pro and con) in these clips Senators McCain and Daschle outline their support and opposition to the bill. In the Senate debate can continue until all senators have had their say or the Senate has voted with an extraordinary majority to cut off debate. The legislation finally passed both chambers and became law.

Usage: In the discussion of how a bill becomes a law, visuals of each of the above stages could be used to add some life to the classroom discussion.

Paper Topics:

1. Analyze the "representativeness" of Congress over time. Choose two Congresses separated by fifty years or more. Using the appropriate *Congressional Directory*, select a sample of thirty or more Members from the same chamber in each Congress, read their biographies and compile statistics for each on age, occupation, education etc. (It would be a good idea to begin by creating a set of four or five categories for each characteristic such as lawyer/businessman-/educator/farmer/other). Prepare a chart comparing the general characteristics of the two chambers and write a brief paper indicating whether you believe your data indicates Congress is becoming more or less representative.
2. Discuss the advantages and disadvantages of public financing for congressional elections. Using sources such as *Vital Statistics on Congress*, *The Almanac of American Politics*, *Politics in America* and *Congressional Quarterly Weekly Report*, outline the current differences between the campaign fund raising success of incumbents versus challengers, and the differences between Republicans and Democrats. How would the various public financing plans change this? Who would gain and who would lose under the different public financing proposals?
3. Do a policy case study of a recent Congressional decision using *Congressional Quarterly Weekly Reports* and the *Congressional Quarterly Almanac*. Outline the nature of the natural coalition (those primed to support the initiative due to their personal and/or

district demographics and attitudes) and the bargaining chips involved in creating a bought coalition (those who need to be encouraged to participate by rewards or compromise). Analyze the final voting blocks and discuss the nature of the policy cleavage (partisan, ideological, geographic, etc.) Determine the voting record of your member of Congress on this issue and indicate why you think he or she voted in that way. (For further insight into your Member's behavior, examine his or her profile in *The Almanac of American Politics* or *Politics in America* or both.)

Ethical Component:

1. Beholden Decision-Makers: It is often argued that campaign finance practices creates "the best Congress money can buy." Have students discuss the rationale for private funding of candidates (the ability to sell one's ideas, equating political contributions with free expression, etc.) as opposed to the fear of an uneven political playing field and the danger of beholden candidates.

2. Doing the Right Thing: Plebes, with their bent toward math and engineering often assume there is a right answer to every problem. In politics facts (provable aspects of a problem) are often less important than values (preferences for which there is no provable right or wrong answer). Congress is the major value mediating institution in society. Have students discuss how a representative institution should deal with conflicts over values. Should the decision bow solely to numbers (majority rule), or should it favor those most directly affected or those who feel most passionately?

3. Profiles in Courage: The public, at least the vocal public, is not always right. What should a member of Congress do if they disagree with the constituents they hear from? When is following one's conscience and being defeated appropriate? When is it legitimate to give in on minor issue in order to do positive things in other realms?

4. Perks: Members of Congress are often criticized for the benefits of being in office. They have publicly financed staffs, travel allowances, barber shops, credit unions, Members' dining rooms, etc. On the one hand we might like members to live like everyone else, on the other hand there are reasonable rationales for special benefits of office. For students taking a purest position that perks are inappropriate, discuss the perks they have as midshipmen (credit union, barber shop, Mid Store, etc.) and their justifications.

6. The Presidency

Texts:

O'Connor and Sabato, Chapter 8

Patterson, Chapter 14, 15

Lowi and Ginsberg, Chapter 6

Supplemental Readings:

The President, the People, and the Power to Make War by Eric F. Goldman.

Presidential Power and the Power to Persuade by Richard Neustadt.

Impeachment Aftermath: William Jefferson Clinton, Andrew Johnson, and the Judgment of History by Bernard A. Weisberger.

Truman vs. MacArthur by Walter Karp.

The Federalist No. 70 by Alexander Hamilton.

Learning Objectives:

What was the Framers' conception of the presidency?

What presidential powers are mentioned in the Constitution?

How is the office of the president organized to conduct business?

What are the main problems and dilemmas in organizing the office of the president?

What factors explain the power of the president?

How does the president use leadership to enhance his power?

What are the sources of the president's powers?

Where does the American concept of civilian control of the military come from?

How relevant is separation of powers to the modern United States?

How does the War Powers Act affect presidential power?

What effects does modern candidate-centered politics have on the presidency?

Major Themes and Discussion Questions:

What was the Framers' conception of the presidency?

What presidential powers are mentioned in the Constitution?

How is the office of the president organized to conduct business?

What are the main problems and dilemmas in organizing the office of the president?

What factors explain the power of the president?

How does the president use leadership to enhance his power?

What are the sources of the president's powers?

Where does the American concept of civilian control of the military come from?

How relevant is separation of powers to the modern United States?

How does the War Powers Act affect presidential power?

What effects does modern candidate-centered politics have on the presidency?

Key Terms and Concepts:

Constitutional Origins of the Presidency as Embodied in Article II -- Vesting Clause, Take Care Clause, Commander in Chief Clause

Expressed Powers v. Inherent/Prerogative Powers

Historical Growth and Development of the Office

Presidents Most Influential in Defining the Meaning of Article II -- Washington, Jefferson, Jackson, Polk, Lincoln, T. Roosevelt, Wilson, F.D. Roosevelt
Five Primary Constitutional Roles of the President -- Chief of State, Chief Executive, Chief Legislator, Chief Diplomat, and Commander in Chief
William Howard Taft's Whig Theory of the Presidency
Teddy Roosevelt's Stewardship Theory of the Presidency
The Coming of the Institutional Presidency Under FDR -- The Brownlow Report and the Establishment of the Executive Office of the President (EOP)
Judicial and Non-Judicial Appointments
Office of Management and Budget (OMB) and Legislative Clearance
Things That Can Happen to a Bill Once it is Passed by Both Houses of Congress and Sent to the President -- Signed Into Law, Enters Into Law Without Signature, Veto (Possible 2/3 Override),
Pocket Veto
Line-Item Veto
Impeachment
Council of Economic Advisers (CEA)
National Security Council (NSC)
War Powers Act (1973)
Aaron Wildavsky's Two Presidencies Theory
The Imperial Presidency
Watergate
Gulf of Tonkin Resolution (1964)
State of the Union Message
Treaties, Executive Agreements, Agreements, Diplomatic Recognition
Patterns of Public Support for the President -- Honeymoon, Disillusionment (Coalition of Minorities Phenomenon), Forgiveness
Twenty-Second Amendment and Twenty-Fifth Amendment
Difference Between Formal Constitutional Power and the Power of Persuasion
Executive Privilege -- U.S. v. Nixon (1974)

In Class Activities

Classroom Discussions – The presidency as an academic topic is tailor-made for classroom discussions on its many facets because it is in the news every day and can be linked to other topics in FP130.

Provision of Presidential Advice – Ask the midshipmen to state how they would advise the president to handle a current dilemma in foreign or domestic policy. After a classroom discussion drawing out the complexities and potential pitfalls of the various approaches, have each midshipmen write up a short memorandum stating their final opinion and explaining how and why it differs from their initial inclinations.

Debates on Resolutions Concerning the Presidency – Assign midshipmen to present very concise pro or con cases on a resolution concerning the presidency, such as: "Resolved: Taft's Whig theory of the presidency is more in keeping with the Constitution than TR's Stewardship theory of the office."

Suggested Video:

Prime Minister/Presidency Clip**10:30**

‘Imperial Presidency’ clip (a student favorite) illustrates the contrast between treatment of the British Prime Minister who appears weekly for Q&A Session before the British Parliament and the U.S. President who constitutionally appears once a year before a joint session of the U.S. Congress.

Usage: there are two alternative uses: 1) the Thatcher debate over whether sanctions against South Africa — which she opposes but at this point many in her party and even the Queen has voiced opposition — wouldn’t be a better instrument against apartheid could be used as a discussion starter on the best approach to a human/civil rights problem in another country. (Or) 2) the Clinton attempt to begin his second term by forging a closer working relationship with an opposition congress could be used to illustrate the nature and difficulties of divided government (i.e. Democratic President and Republican Congress).

Imperial Presidency Clip**1:07**

Post World War II Presidents FDR to Bush: accompanied by commentary by Walter Cronkite, this clip reviews the presidents briefly from FDR to Bush and makes the point that the presidency has changed in its complexity and in the ever-widening range of issues confronting the modern president. Taken from a documentary by Cronkite.

Usage: this clip would be a good to show at the beginning of a lecture on the modern presidency to give the students a visual picture of the Presidents and an overview of the changing nature of the American presidency.

Nixon Resignation Clip**2:46**

August 1974: preceded by commentary on the Watergate scandal and a shot of the Congressional hearing, the clip shows excerpts from Nixon’s resignation speech and the family departure from the White House lawn in a helicopter. It is a good overview of the difficult period of the Watergate scandal both for President Nixon and for the country. It is accompanied by commentary by selected historians.

Usage: excellent short as a lead-in for a discussion of the impeachment process and the role of the U.S. Congress in that process.

White House Clip**6:30**

Inside the White House: This clip, taken from the National Geographic documentary Inside the White House and narrated by Morgan Freeman, highlights the importance of the dwelling as a symbol of the presidency and the Republic. There is great behind-the-scenes footage of White House employees preparing for a state visit by a foreign leader, including what that event looks like from the president's perspective.

Usage - terrific to give the students a visual sense of the office of the presidency and the importance of the role of the head of state of the sole remaining superpower.

American Presidency**5:38**

The American President" is a 1996 Universal Studios movie in which a widowed President (Michael Douglas) begins dating a lobbyist (Annette Bening). The story is

about the problems that then ensue from their relationship. In this clip his staff is managing the President. (Michael J. Fox for one) He wants the telephone number of a florist to send flowers to Bening and the staff is perplexed by such a pedestrian request for information. The clip shows some of the trappings of the presidency and how isolated presidents can be from normal day-to-day life. For example, the President does not know how to work the telephone system in the White House or where his credit cards are located to purchase something. The clip then switches to Annette Bening as a lobbyist. Here her boss warns of the fallout of a personal association with the president. He talks about the role of lobbyists in the system and how her personal life will interfere with her professional responsibilities.

Usage for class: This lighthearted and funny clip illustrates some of the trappings of the president, the power of staff and their concern to protect the president, and lobbyists and their role in the political process. It could be used to spark interest of serious topics with a fun and funny segment.

Paper Topics

*Have the midshipmen view and/or read excerpts of speeches by several presidents, perhaps inaugural or state of the union addresses, and have them write a paper comparing and contrasting the rhetorical styles and effectiveness of the presidents in light of the different historical contexts.

*Have the midshipmen write a paper on the constitutional prerequisites for presidential eligibility and require them to reach a judgment on whether each of the criteria still makes sense more than two centuries after the Constitution was composed.

*Have the midshipmen write a paper setting forth the ideal personal and professional backgrounds they look for when evaluating presidential candidates, and the reasons why they place such a premium on these particular experiences. Also seek their analysis on the question of whether the "ideal" experience and attributes of a president shift and change from one historical period to the next.

Ethical Component:

*Emphasis shall be placed on the uniquely consistent American tradition of civilian control over the military. This issue could serve effectively as fodder for both classroom discussions and written assignments.

*Emphasizing the role of the character traits of individual presidents, at different times and under different circumstances, could be useful in demonstrating the complexity of effectively evaluating the essential characteristics of political leaders.

*Emphasizing the ethical considerations that may and do guide presidents in making policy decisions, particularly during crises, could help to illustrate the huge array of pressures and interests that tug at the president during the making of any important decision.

7. The Bureaucracy

Texts:

O'Connor and Sabato, Chapter 9

Patterson, Chapter 16

Lowi and Ginsberg, Chapter 7

Supplemental Readings:

Bureaucracy by Wilson.

Reinventing Government by David Osborne and Ted Gaebler

Learning Objectives

To understand the role of public service.

Major Themes and Discussion Questions:

Why do bureaucracies arise and grow?

How does the bureaucracy function as a policymaker?

What are some of the ways in which the bureaucracy is held accountable for its activities?

What is the agency point of view and what are the implications of this view concerning bureaucratic politics, policymaking, and accountability?

What are "iron triangles" and how do they involve and affect bureaucratic politics?

How does the principle of separation of powers apply to the bureaucracy?

Is there an inherent conflict between bureaucratic power and democratic values?

Can the federal bureaucracy be made more responsive, efficient, effective, creative, and accountable? How?

Key Terms and Concepts:

Iron Triangles and Issue Networks

Whistle Blowers

Privatization

Characteristics of a Bureaucracy

Role of Bureaucracy

Spoils/Patronage System vs. Merit/Civil Service System

Pendleton/Civil Service Act (1883) and the Civil Service Commission

Hatch/Political Activities Act (1939)

Government in the Sunshine Act (1976)

Sunset Laws

Cabinet Departments

Types of Non-Cabinet Federal Agencies -- Independent Executive Agencies, Independent Regulatory Agencies, Government Corporations

Inner and Outer Cabinet

Institutional Memory

Public Administration

Oversight

Sunset Legislation

In Class Activities

Suggested Video:

Inside Lobbying: the Role of the Legislator is a Profile of Tommy "Dereg" Delay. Presents the Republican strategy to take over the 104th Congress through PAC contributions. Also, a commentator discusses the manner in which Delay used his power in the Congress to control OSHA regulators. It uses a clash over regulation affecting United Parcel Service. The issue in discussion is repetitive motion injuries. The clip includes footage of congressional debates as well as commentary by lobbyists for the business interests and makes the point that legislation may be impacted by campaign contributions.

Usage: Illustrates the role "big money" plays in campaigns and elections. Additionally, the clip highlights the importance of self-interest in American politics. Specifically, the clip explains how business responds to government regulation and uses the Congress to fight the executive branch.

Paper Topics

Ethical Component:

1. Discuss the problems of whistle blowing using the case study of the Challenger Disaster in 1986.
2. Lying. It has become common knowledge that a number of senior Justice Department and FBI officials lied to Attorney General Janet Reno during the Waco seige. Reno made the decision to act based on wrong information. Whistle blowers suffer the consequences of telling the truth. What are the consequences for those lying to affect decisionmaking?

8. The Judiciary

Texts:

O'Connor and Sabato, Chapter 10

Patterson, Chapter 17

Lowi and Ginsberg, Chapter 8

Supplemental Readings:

Reading the Constitution as Twentieth-Century Americans by Justice William J. Brennan, Jr.

When the Laws Were Silent by William H. Rehnquist.

Federalist No. 78 by Alexander Hamilton.

The Democratic Character of Judicial Review by Eugene Rostow.

Brennan vs. Rehnquist by Peter Irons.

The Confirmation Mess by Carter.

Learning Objectives:

Understand the role of the judiciary in a democratic system of government.

Understand the grants and limits of judicial power.

Understand the concept of the rule of law.

To understand the historical development of the federal judiciary and its effect on public policy.

Major Themes and Discussion Questions:

What is the function of the judiciary?

What is the source of judicial power?

What is judicial review and why is it considered essential to our constitutional order?

Is judicial review democratic?

Why do all federal judges serve a term of good behavior, which usually means a life time appointment?

How can the appointment process be reconciled with democracy?

How and why has the appointment and confirmation process changed over the past 30 years?

How has the tension between activism and restraint affected the judiciary and our politics?

Are judges and justices policymakers?

What is the most appropriate role for the judiciary in our democratic system of government?

Key Terms and Concepts:

Judiciary Act of 1789

Historical Growth and Development of the Judiciary

Hierarchy of the Federal Courts -- Supreme Court, Courts of Appeal, District Courts

Independence of Judiciary

John Marshall

Names and basic information about the current members of the Supreme Court of the United States

Judicial Appointment and Confirmation Process

Marbury v. Madison (1803) -- Judicial Review

Scott v. Sandford (1854)

Original Jurisdiction and Appellate Jurisdiction

How a Case Reaches the Supreme Court

McCulloch v. Maryland (1812)

Writ of Certiorari

Amicus Curiae

Structure of State Judicial Systems

Law Clerks

Circuit Court Judges

District Court Judges

Majority Opinion

Concurring Opinion

Dissenting Opinion

Missouri Plan

Judicial Restraint vs. Judicial Activism

Original Intent

Plain Meaning of the Law

Textual Arguments for Judicial Interpretation

Common Law

Stare Decisis

Due Process of Law

The Rule of Law

Judges as Policy Makers

In Class Activities:

1. Few students can recognize either by image or name many of the nine Justices of the United States Supreme Court. Recent polls indicate that the average American can identify two. Have students attempt to list the Justices and discuss who they recognize and why. From here instructors can give students a brief biographical sketch of the current court, their tendencies as justices, and the likely future of each justice on the bench.

2. The judiciary is often an election year topic since appointments to the bench are often the lasting legacy for a president. In 2000 it is likely that the winner in November will appoint at least three justices to the high bench. Since the Constitution and federal statutes are silent on qualifications to serve as a Supreme Court Justice, ask students to work in groups and devise a list of qualifications that presidents should consider in appointing someone to the Supreme Court. Determine which qualifications would be viewed differently by Republicans and Democratic presidents. Then instructors can compare the lists students devise with the traditional qualifications put forth. Ask

students to consider whether or not congress should pass a law which stipulates some qualifications to the Supreme Court.

3. If the role of the judiciary is to interpret a statute, ask students to interpret a simple statute such as "One who takes a life of another shall be found guilty of murder which is automatically punishable by death." This seems rather clear, but would you apply this statute to accidental killings, extreme circumstances such as life threatening events, self defense, or diminished mental capacity? Students quickly realize that intreting the law is easy in theory but difficult in day to day life.

4. Compare midshipmen proceedings to judicial proceedings, particularly the Honor system. What essential ingredients are necessary to have the Honor system respected and followed by the Brigade of Midshipmen? What analogies can Midshipmen make from the rule of law at the Academy to the rule of law in the American system of government?

Suggested Videos:

Marshall Court Clip

7:19

This comes from the series This Honorable Court and gives a brief description of the contributions of John Marshall to the United States Supreme Court. Marshall, a strong federalist, is the author of a number of landmark decisions mentioned such as Marbury v. Madison, Gibbons v. Ogden, and McCulloch v. Maryland. The video mentions the early years of the Court and Marshall's determination to make the judiciary a key institution in American politics. This is a nice introduction to a discussion of the judiciary.

Dred Scott Clip

6:08

Dred Scott case is a good discussion starter and background for the civil rights section. It begins with a view of St. Louis and then uses a combination of still pictures from the era and historians giving their interpretations of the events leading to the Dred Scott case, the repercussions and the precedence it set for the modern day civil rights movement. The discussion includes mention of the fourteenth amendment and its meaning for the changes in the United States sparked in part by the case. The mix of still pictures, historians and movie clips makes it a fascinating clip for the section.

Usage: Excellent for background to a discussion of the 14th amendment and eventually the civil rights movement.

To Kill a Mocking Bird Clip

2:20

The clip comes from the 1962 movie based on the Pulitzer Prize-winning novel by Harper Lee. It features Gregory Peck as the attorney (Atticus Finch) who is one of the most distinguished citizens in a small southern town during the Depression. A black man is accused of raping a white woman and only Finch will step forward to defend him. In this clip Peck gives a rousing speech to the jury about the role of courts and juries in the American system of justice.

Usage: This clip illustrates the importance of due process of law and equality under the law. It indicates the proper role of juries in sitting in judgment of others.

Paper Topics:

1. Ask students to select a highly controversial topic that the court has ruled on, such as abortion, the death penalty, prayer in school, flag burning. Have them analyze the Supreme Court's most recent decision. Do you agree with the majority, the dissent? Why or why not?
2. Congress has the power to alter the appellate jurisdiction of the federal judiciary. If you were a member of Congress, what issues would you consider eliminating from the judicial docket? Explain what limitations you would place on the courts and why.
3. You are President of the United States and a vacancy arises on the Supreme Court. Select someone you think is worthy of such an appointment. What factors must you consider in making this appointment, both particular to the candidate (qualifications) and to the political arena (party, balance of justices on the Court)?
4. Select a landmark Supreme court decision and in seven to ten pages discuss (1) the question or questions that the Court attempts to resolve, (2) how they resolve it and (3) the significance of their decision. Place the decision in a historical, political, and legal context to better explain the Court's behavior and the significance of their decision.

Ethical Component:

1. Judges have the power to decide but not the power to enforce their decisions. If the rule of law should be followed, can you imagine any rules that you would refuse to follow? Why or why not? What lengths would you take to disobey the law? (Consider rulings on free speech, flag burning, abortion, civil rights and the like.)
2. One of the most troubling aspects of the judiciary is that its members are unelected, unrepresentative, and some would say unresponsive. Yet the judiciary is undoubtedly the best protector of the poor and the powerless. Comment on this ironic relationship between judicial selection and judicial role.
3. Many interests groups indicate their views to courts by amicus curiae briefs, public meetings and even protest. If justice is blind and neutral, is this behavior unethical? Should judges be shielded from such blatant attempts to influence? If so, to what degree?
4. Students often believe that justice and equality go hand in hand. Have students consider high profile and controversial decisions such as the O.J. Simpson case. Is law race and gender neutral? Do the rich receive "more justice" than the poor?

SECTION III: POLITICAL BEHAVIOR

9. Public Opinion and Political Socialization

Texts:

O'Connor and Sabato, Chapter 11

Patterson, Chapter 6

Lowi and Ginsberg, Chapter 9

Supplemental Readings:

The American Commonwealth by James Bryce.

The Phantom Public by Walter Lippmann.

Public Opinion and American Democracy by V.O. Key.

Direct Democracy by Thomas Cronin.

The Liberal Tradition in America by Louis Hartz.

Democracy in America by Alexis de Tocqueville.

American Exceptionalism by Seymour Martin Lipset.

Why Americans Hate Politics by E.J. Dionne.

Learning Objectives

To understand the formulation and determination of public opinion.

To understand how we are socialized culturally about politics.

Major Themes and Discussion Questions:

What descriptions characterize the political opinions of Americans?

Does the information about American public opinion say anything about the difficulties of direct democracy?

What frames of reference help explain how Americans think politically?

Why is the ideological identification of Americans weak?

What is a liberal and a conservative in the modern political context?

What is your ideological identification and why?

To what degree are American policymakers responsive to public opinion?

To what degree should government officials be responsive to public opinion?

Key Terms and Concepts:

Ideology

Political Socialization

Political Recruitment

Political Culture

Major Factor Affecting Political Socialization -- Family, Educational Environment, Peers, Religion, Economic Status, Political Events/Generational Effects, Opinion Leaders, Demographic Traits

Qualities/Dimensions of Public Opinion -- Intensity, Stability, Saliency, Distribution (Consensus, Divisive, Latent), and Direction

Issue Publics

Measurements of Public Opinion

Sampling Errors

Simple Random Samples and Probability Samples

Dimensions of Contemporary Liberalism and Conservatism -- Domestic/Economic
Policy Social Issues, Foreign Policy

Direct Democracy vs. Republican/Representative Democracy

In Class Activities

Suggested Video:

Paper Topics

Ethical Component

10. Political Parties

Texts:

O'Connor and Sabato, Chapter 12

Patterson, Chapter 9

Lowi and Ginsberg, Chapter 11

Supplemental Readings:

The Party's Over by David Broder.

Learning Objectives:

To understand the historical development of political parties.

To understand the role of political parties in American politics.

Major Themes and Discussion Questions:

Why did political parties originate in American politics?

What structures and tendencies explain the two-party system in the U.S.?

Does our two-party system offer voters a meaningful choice?

How have the major parties organized themselves?

Why has the influence of political parties declined?

Are political parties relevant?

Key Terms and Concepts:

Framers' Ideas About Political Parties

Contrasting Attitudes of Jonathan Swift and Edmund Burke About Political Parties

Unintended Power and Growth of Political Parties

History of American Political Parties

New Deal Democratic and Republican Coalitions

Contemporary Party Core Constituencies

Structure of National and State Party Organizations

In Class Activities:

Divide students into two groups. Ask them to form political parties. They must take into account platform, finances, the media, campaigning, candidates, issues and all other matters parties must concern themselves with. Students may use the library, their books, and you as a resource. At the end of class have each group write a brief outline of what their party looks at. From here you can discuss why the two parties inevitably look the same and how they differ.

Suggested Video:

1968 Democratic Convention Clip

2:10

The Democratic convention in 1968 was one of the most contentious conventions in recent American history. The clip shows the violence outside the convention and discusses the issues which proved so controversial, particularly Vietnam.

Usage: The clip provides a view into the atmosphere in Chicago in 1968 and at the convention which made major changes to the way in which the candidates were selected thereafter.

Ross Perot Clip

2:32

Ross Perot ‘folksy’ speech to a group of supporters in California provides a quick look into an alternative candidate’s appeal. All of Perot’s ‘down home’ speech is in evidence and the positive reaction of his audience is interesting. Standing in the background is also his Vice Presidential candidate – also a U.S. naval Academy graduate and a Vietnam war hero.

Usage: Good point of discussion on third parties and the reasons for their attractiveness to voters who are turned off to the typical Democratic/Republican nominees.

Wellstone Ad Clip

1:04

Wellstone ad depicts 1994 candidate making a point about the need for campaign finance reform using a quite humorous clip of him running from one shot to another in order to stay within budget. C-Spann produced clip in the 1994 archives.

Usage: Great example of campaign ads and may be used generally in lecture on campaigns or specifically to discuss the need for campaign reform.

Simpson’s Presidential Clip

8:40

Simpson’s Presidential Election: This cartoon clip is taken from the popular TV series and is pure political satire regarding the restrictive effect that a two-party system can seem to have on the choices available to voters.

Usage: This whimsical take on the 1996 presidential race makes an important point about the way that political candidates seek to position themselves in the center of the political spectrum. It will catch the attention of and resonate with midshipmen, who all watched The Simpsons growing up.

Clinton Satire Clip

3:25

Presidential candidates Clinton and Dole 1996 are satired in a ‘Saturday Night Live’ clip. This pure satire about the peculiarities of the candidates and humorous. Whereas Clinton is played by an actor; Dole plays himself.

Usage: Could be used to make a point on the media or campaigns. May also be used to make a point about the erosion of the image of the President and the ‘sanctity’ of the Office of the President today within the media.

Paper Topics

Ethical Component

Are the two major political parties truly relevant to American politics? Do they provide voters with real choices or is it more tweedlee and tweedledum?

11. Voting and Elections

Texts:

O'Connor and Sabato, Chapter 13

Patterson, Chapter 7, 8

Lowi and Ginsberg, Chapter 10

Supplemental Readings:

The Wimp Factor by Bruce Curtis.

The Responsible Electorate by V.O. Key, Jr.

Where Have All the Great Men Gone? by Richard Brown.

Inside Campaign Finance by Frank Sorauf.

Learning Objectives:

Understand the causes and consequences of varying levels of voter participation

Assess the methods by which candidates appeal to voters

Outline the decision short cuts voters use in elections and to explore their utility for students?

Explore the link between campaigns, elections, and governance in democratic systems

Major Themes and Discussion Questions:

Do citizens have an obligation to vote?

How do registration and voting procedures affect the available candidates choices, the composition of the electorate and the outcome of elections?

How can low voter turnout be explained and what are its consequences?

How do candidates appeal to voters?

How to improve one=s campaign appeal literacy

How do candidates acquire campaign resources and how does the process affect election outcomes and elected official behavior?

Key Terms and Concepts:

Constitutional Amendments Affecting the Franchise -- Fifteenth (1870), Nineteenth (1920),

Twenty-Third (1961), Twenty-Fourth (1964), and Twenty-Sixth (1971)

Party Identification

Straight Ticket Voting vs. Split Ticket Voting

Candidate-Centered Campaigns vs. Party-Centered Campaigns

Traditional Model of Voting Behavior vs. Retrospective Voting Model

Three Historical Methods of Nominating Candidates -- Caucus, National Nominating Convention, Primary System

Contemporary Role of Party Conventions

Reasons for Low Voter Turnout in the United States

Political Efficacy

Reapportionment Process -- Census, Apportionment, Redistricting, Gerrymandering (Packing Compared to Cracking)

Baker v. Carr (1962)
Racial Gerrymandering
Office Column Ballot and Party Column Ballot
Australian Ballot
Winner Take All Elections
Single Member Districts
The Electoral College and Its Effects -- Focus on Large States, Marginalization of Small States, Disproportionately High Mathematical Representation of Small States, Perpetuation of Two-Party System, Possibility of a Plurality President, Possibility of a Minority President, the Matthew Effect, the Faithless Elector Problem
Types of Elections -- Primary, General, Initiative, Referendum, and Recall
Federal Elections Campaign Act (FECA, 1972)
Federal Election Commission (FEC)
Buckley v. Valeo (1976) -- Independent Expenditures
1979 Amendments to the FECA
Soft Money and Hard Money
Hatch Act
Motor Voter Act
Closed, open, and blanket primary

In Class Activities:

1. Develop a list of criteria for choosing between candidates. Have students outline what they would like to know about a candidate in order to make this choice. The list should include;
 - issue congruence
 - short cut cuts to issue congruence (party identification, candidate demographics, endorsements, etc.)
 - performance characteristics (experience, skills, past behavior, etc.)
2. Explore midshipman experience in trying to participate in politics. The range of state laws will help outline some of the impediments (registration laws, absentee ballot provisions, etc.)
3. Go through the campaign advertisement exercises outlined below in the video section. Analyze ads using the following questions:
 - What is the intended audience for this ad?
 - How would you schedule this ad to reach this audience?
 - What visual, audio and substantive persuasion techniques (special emphasis should be placed on the mood the music sets and the impact of the visuals)?
 - How would you counter this ad if you were the other candidate?
 - How would you evaluate the ethics of this ad?
 - What is the overall effectiveness of the ad?

Suggested Videos:

Campaign Commercials

Daisy Commercial:

This 1964 commercial for Lyndon Johnson is seen as the first hard-hitting negative political ad. Because of the uproar, it was only shown once on national television, but generated a great deal of media coverage and discussion. It uses effective audio and visual persuasive techniques and actually never mentions Johnson's opponent, Barry Goldwater, requiring the viewer to fill in the context.

Usage: It can be used to begin a discussion of whether negative ads using valid comparisons are legitimate.

Willie Horton: This ad sponsored by an independent group in support of George Bush's 1988 candidacy created quite a stir among the media and the public for its obvious racial overtones and questions about its selective use of the truth. The Bush campaign disavowed the ad, but it effectively tapped voter fears.

Usage: The ad can be used to discuss the relative freedom the Federal Elections Campaign Act (FECA) provide independent groups to act as surrogates for candidates under the First Amendment of expression principle supporting independent expenditures. It can also be shown in conjunction with the following two clips.

Revolving Door: Recognizing that the Willie Horton ad tapped a deep concern among potential Bush voters, the Bush campaign created this more circumspect negative ad about crime. Using more racially ambiguous actors, the ad reinforces the image of Dukakis as an ineffective crime fighter.

Usage: After viewing these two ads, students might be asked how they would create an effective response before viewing the actual Dukakis response of the next ad.

Revolving Door Reaction: The Dukakis campaign decided to counter the Willie Horton and Revolving Door ads with one that attempts to correct the facts and to strike out against Bush as a typical tricky politician.

Usage: This ad could be compared with the response ad the students came up with. They might also be asked to discuss the dangers of response ads. Responding allows the opponent to choose the terrain of battle, it may indicate a sense of panic and it dignifies the charges.

Hounddog: Mitch McConnell faced the difficult task of unseating an incumbent senator in 1984. Dee Huddleston had a typically high attendance record in the Senate (over 90%), but like all senators had missed some votes. This ad uses humor to drive home the point that the voters were not being well served. Poll results indicate that this ad had a dramatic effect on turning the election around.

Usage: Students could be asked how they would counter this ad. One effective approach would be to use the same set of dogs discovering Huddleston hard at work talking to constituents or in his office.

Clinton Drug Ad: This 1996 ad effectively using the juxtaposition of positive colored pictures of Bill Clinton and unflattering black and white mugshot type pictures of Bob Dole.

Usage: You might play this ad with no sound the first time and stop it before the final graphic and see if students can figure out who it is for. This could lead to a good discussion of the importance of the visual aspects of an ad.

Dole Flip/Flop: Inconsistency gets political candidates into trouble. Over the years most public officials have made statements that could be construed as inconsistent. Taking short clips out of context and placing them in juxtaposition results in an embarrassing ad for Bob Dole. The ad also ties Dole very closely to then House Speaker Newt Gingrich whose negative evaluations were very high.

Usage: use as a lead in to a discussion of the advantages and disadvantages of using consistency as the criterion for effective public service. Ralph Waldo Emerson argued that inconsistency is the hobgoblin of little minds, but of course he never had to face the electorate.

Clinton Flip/Flop: The Dole campaign effectively uses Clinton's own words against him in this ad.

Usage: For both this ad and the previous one, students might be asked to discuss the legitimacy of expecting perfect consistency over time, and whether short clips taken out of context are a credible basis for asserting inconsistency.

Bush and Gore Ads: The two Bush and two Gore ads were run during the primary season and represent a mix of issue and political performance ads. They are designed to serve as raw material for in-class analysis.

Usage: For each ad have the students determine:

- What is the intended audience for this ad
- how would you schedule this ad to reach this audience
- What visual, audio and substantive persuasion techniques (special emphasis should be placed on the mood the music sets and the impact of the visuals)
- How would you counter this ad if you were the other candidate?
- How would you evaluate the ethics of this ad?
- What is the overall effectiveness of the ad?

Campaign Strategies

Pig Kiss: While the wholesale politics of television advertising has drawn a great deal of attention, the importance of face-to-face retail politics still plays an important role in politics. This clip from a Providence Rhode Island mayoral race shows just how far a candidate might have to go to get publicity and reveal himself as a nice guy with a good sense of humor.

Usage: Discuss the personal characteristics of a candidate that voters might find appealing and the legitimacy of such criteria

Get Out The Vote (GOTV): The campaign means little if the voters fail to get to the polls. Election day voter mobilization is a very labor intensive process as this clip indicates. Carrying the support of voters goes beyond providing information and stimulating their sense of civic duty.

Usage: Students might be asked who is being targeted here (obviously a reliable party supporter) and what motivates the party worker.

Paper Topics:

1. Analyze the political career path of your state's congressional delegation. What was each member's initial career and what political offices did they serve in before Congress? How does the pattern fit with the general pattern of candidate recruitment? [SOURCES: *The Congressional Directory* (Washington D.C.: U.S. Government Printing Office), *Politics in America* (Washington D.C.: Congressional Quarterly), *The Almanac of America Politics* (Washington D.C.: National Journal Inc.)]
2. Develop two brief position papers, one supporting and one opposing the Electoral College system of presidential selection. Indicate which position you personally favor.
3. Design a campaign strategy for a candidate of your choice (real or fictional). Outline the basic characteristics of the district, opponent and your candidate. Indicate and justify the strategies you would employ.
4. Are negative campaign commercials inherently unethical? Is there a difference between an ad challenging one's opponent and an ad which compares the candidate and his or her opponent? What are the criteria a negative or comparative ad must have in order to be ethical?
5. Should voter participation be coerced, or should elections be based on individuals motivated to participate? Are relatively strict registration and voting procedures a useful surrogate for determining the depth of motivation?
6. What are the ethical limits on military participation in politics? Midshipmen usually outline a more limited set of criteria than legally required. DoD and Hatch Act limitations are clear about the right of the military to vote, give campaign contributions, and campaign for candidates (on their own time and out of uniform). They may not use their rank or office resources in a partisan campaign or coerce subordinates to support a candidate.

12. Media and Public Opinion

Texts:

O'Connor and Sabato, Chapter 15

Patterson, Chapter 11

Lowi and Ginsberg, Chapter 13

Supplemental Readings:

Inquisition, American Style: Attack Journalism by Larry J. Sabato.

Feeding Frenzy by Larry J. Sabato.

The Triumph of Watergate by Walter Karp and Lance Bourjaily.

The American Commonwealth by James Bryce.

The Phantom Public by Walter Lippmann.

Public Opinion and American Democracy by V.O. Key.

Direct Democracy by Thomas Cronin.

Learning Objectives:

To understand the role of media in a democracy.

Develop an appreciation for the competing interests of news subjects, media communicators and information audiences.

Comprehend the sources and political importance of public opinion in a democracy

Develop a feel for the strengths and weaknesses of public opinion polling as a method of measuring public opinion

Major Themes and Discussion Questions:

The First Amendment seeks to guarantee a "free marketplace of ideas." How well do we achieve this ideal?

Why does the media sometimes consider itself the unofficial fourth branch of government?

What are the pitfalls of this idea?

What do we have "the right to know"? Why?

Key Terms and Concepts:

The Media's Role as the Fourth Estate and Watchdog

Opinion Leaders

Penny Press

Yellow Journalism and Muck-Raking

Joseph Pulitzer and William Randolph Hearst

Canons of Journalism (1923)

Federal Communications Act (1934) and the Picon Standard

Federal Communications Commission (FCC)

New York Times v. Sullivan (1964)

Libel and Slander

Qualities/Dimensions of Public Opinion -- Intensity, Stability, Saliency, Distribution (Consensus, Divisive, Latent), and Direction

Issue Publics

Measurements of Public Opinion

Sampling Errors

Common Carrier Role

Simple Random Samples and Probability Samples

Sample Length and Timing

The Medium as Message, and the Effects of Different Media on the Message

Target Audiences

Sound Bites

Spin Doctors

In Class Activities

1. Stage an in class event (a disruption, a particularly lively discussion, etc.) or use a tape of an actual political event. Ask the students to outline the news story they would write about the event. Compare the different stories. Discuss the Aideal@ story about this event from the perspective of the various participants, the media and the public who might want to know what happened.

2. Poll your students using standard public opinion questions covering various aspects of American politics. (This is best done the first day of class) Throughout the semester compare your students' responses with those of other populations and use the differences as the basis for discussing the origins and consequences of public opinion. In discussing public opinion methodology, critically analyze the strengths and weaknesses of the methodology of your poll.

Suggested Videos:

Coverage of Contemporary Issues

Elian Gonzales: The Elian Gonzales case, with the battle of dueling photographs presented the highly visual contemporary media with effective raw material. The initial photograph of armed guards grabbing a frightened young child was a public relations disaster for the Justice Department. They quickly countered with a set of photographs showing a happy child reunited his father.

Usage: Before showing this clip ask students what they remembered about the Elian Gonzales case. Most students probably have one or both of these images in their mind. You might discuss how this story might have been different if the cameras were not around,

Coverage of the Presidency

Reagan Departure: Ronald Reagan effectively used the media. Many times, the only story out of the White House was his departure for a weekend at Camp David. This highly visually scripted scene involved the a loud waiting helicopter, the media screaming questions and the partially deaf president indicating a willingness to be open to the media, but unable to hear them over the din. Lacking any story of substance, evening news programs ran dozens of stories showing a vigorous (but old) president out and active.

Usage: this clip is intentionally silent so students can focus on the visual images. Have students reconstruct what is going on here from the visuals and discuss how these visuals might be interpreted by the watching public.

Nixon Checkers Speech Clip

10:56

Nixon makes a come-back: as the vice presidential candidate in the Presidential campaign of 1952, Nixon was under attack for taking kick-backs and favors. Among other issues, there were rumors that he had illegally or inappropriately accepted gifts. In this televised speech by candidate Nixon during the campaign with his wife Pat Nixon looking adoringly on, he defends the decision to keep 'Checkers,' a dog given to him by a Texas supporter. The clip begins with the revelation that Eisenhower has indicated already that he prefers that his running mate resign; the clip ends with the flood of positive telegrams and expressions of support Nixon received after the speech. Nixon remained Ike's running mate.

Usage: the clip is good for either a discussion of campaigns or to address the impact of the media in campaigns.

Paper Topics:

1. Compare the front pages of three or four different newspapers (or news Web pages) for the same day. Discuss the differences in their coverage and analyze the reasons for the variations.
2. Watch an actual news event in its entirety on television (a presidential press conference, a debate or congressional committee meeting on C-SPAN, etc.) Develop an outline of the news story you would write about this event if you were a journalist, and then compare your story with what actually showed up in a variety of media.
3. Interview the press spokesman for your school, or for some other organization. Ask them to outline their strategies for getting the most positive news coverage and the ways they attempt to diffuse potentially negative stories.
4. Carry out a public opinion poll of your classmates or another accessible population. Pay careful attention to your methodology, explaining clearly the costs and benefits of each of your methodological choices. Compare your results with similar polls of different populations and speculate on the causes and consequences of the differences.

Ethical Components:

Democracy requires an informed electorate, yet participants in the political process often have a stake in limiting information to that which will reflect favorably on their cause. What are the ethical standards for news sources and the media selectively presenting the truth? (Are there situations related to war, threats of terrorist attacks, etc. which the media has the duty to limit coverage?)

Who are the public? Should decision makers consider the views of everyone, or are those who feel more strongly and are affected more deeply by an issue due a stronger voice?

When is it legitimate in a democracy for a public official to go against public opinion?

Consider the power of the media. How does the "CNN affect" influence the military during a time of hostilities?

13. Interest Groups and Pluralism

Texts:

O'Connor and Sabato, Chapter 16

Patterson, Chapter 10

Lowi and Ginsberg, Chapter 12

Supplemental Readings:

Interest Group Liberalism by Theodore J. Lowi.

Semisovereign People by E.E. Schattschneider.

End of Liberalism by Theodore Lowi.

Learning objectives:

Understand the role of interest groups play in the political process.

Identify the strategies interest groups use to promote their goals to include: lobbying, using the courts, going public, and influencing electoral politics.

Evaluate the proposition that all interests are special in a representative democracy.

Major Themes and Discussion Questions:

What are the defining characteristics of interest groups?

What interests do interest groups represent?

What effect does the presence of interest groups have on democratic theory?

Do interest groups make our system more democratic? Why? Why not?

Madison thought that separation of power with checks and balances would limit the power of factions (special interests). Does it? Or do modern special interest groups represent a new phenomenon?

What institutional changes might work better at promoting the common good?

What are interest group members? characteristics?

In what ways do interest groups interact with and influence the different branches of government?

Do interest groups? success come at the expense of others in America?

Key Terms and Concepts:

The Pluralist Explosion of the 1960s -- Civil Rights Movement, Anti-War Movement, Women's Movement, Consumer Movement, Environmental Movement

Primary Types of Interest Groups -- Business Organizations, Professional Associations, Labor Unions, and Citizens/Cause Organizations

Types of Incentives for Interest Group Members -- Material, Purposive, Solidary

Crucial Pluralist Thinkers of the Twentieth Century -- Arthur Bentley, C. Wright Mills, Floyd Hunter,

Criticisms of the Pluralist Model

Hyper-Pluralism

Lobbying

Access

Expertise and information

Quid Pro Quo

PACs -- Connected and Non-Connected

Growth in PACs and the Evolution of PAC Activity

Factors That Affect PAC Decision Making

Efforts to Reform PACs

Pluralism

Interest Group

Types of Interest Groups (Business Organizations, Professional Associations, Trade Organizations, and Citizens/Cause Organizations)

Lobbying

Iron Triangle

Influence Peddling

Grassroots

Political Action Committee (PAC)

Federal Election Commission (FEC)

Soft Money

Tragedy of the Commons

Collective Action problem

Free rider

In Class Activities:

Garret Hardin, the originator of the Tragedy of the Commons, created an ethical dilemma called the Ethic of the Lifeboat. Assume that there are about 200 people on a sinking ship. There is only room in the lifeboats for 50 people. For those 150 people who do not get into a lifeboat, they will certainly die in the cold north Atlantic waters. You are in a lifeboat, what do you do?

1. Attempt to get more people into the boat even though it might sink.
2. Prevent others from getting in the full lifeboat.
3. Remove those who are old, injured, or sick to make room for young, healthy survivors.

Evaluate each one of the above options. What are the pros and cons of each option? How did you arrive at a particular decision. Other than the above options, what other alternatives can be pursued?

How does this exercise relate to American politics? Think of one federal program that you are familiar with and discuss who is in the "lifeboat," who is trying to get into the "lifeboat," and how the government decides the rules for entering the "lifeboat."

Suggested Media and Videos:

Federal Election Commission: <http://www.fec.gov>

Open Secrets: <http://www.opensecrets.org>

Center for Responsive Politics: <http://www.crp.org>

Common Cause: <http://commoncause.org>

Interest groups are discussed in terms of Political Action committees (PACs) in this C-Span footage which combines shots of politicians and discussion of the way in which the system operates. It is an engaging clip in its use of a combination of diagrams of the way in which PACs influence government, discussion by a commentator and a cartoon to illustrate the points. A good way to catch the students attention and bring them into a dialogue of what can be fairly abstract concepts of the role of PACs.

Usage: the footage poses the question of who the candidates/representatives will represent – citizens or PACs? It is a good lead-in to a general discussion of congressional representation and the trade-off between the quiet citizen who does not get involved in the process and the interest groups whose main focus is to influence the lawmakers.

Harry and Louise Clip

6:36

Outside Lobbying and Defeat of Health Care. This clip produced by C-Span for their public archives series is the story of how political consultants created kitchen table discussions about the Clinton health care plan. Features the infamous "Harry and Louise" campaign. In response, the Clinton administration responds to Harry and Louise with the "Bill and Hillary" campaign. Other ads also featured.

Usage: This is a classic portrayal of lobbying outside of the system to change public opinion. The clip illustrates the manner in which a minority interest changed majority opinion on the goals of national health care. Additionally, the clip presents the frustration of the President as he tried to fulfill public will. This humorous clip could be used to discuss both the issues of interest groups and their impact on legislation and the debate over health care policy.

Political Ads Clip

5:06

Health Care political ads are shown in this C-Span-produced footage of a wide range of ideas and programs about what role the government should take in the provision of health care. The spectrum of views with respect to health care is depicted. The ads are interesting and presented without commentary. Good launch pad for a discussion of the advantages and disadvantages of the various health care proposals under debate.

Usage: The clip may be used to illustrate the way in which interest groups may influence campaigns and/or politicians.

Inside Lobbying: Tobacco clip

5: 41

Tobacco lobbying video segment details the ways in which tobacco lobbyists employed inside lobbying tactics to prevent the federal government from regulating tobacco.

Usage: Video exemplifies inside lobbying tactics. Use to contrast against outside lobbying tactics discussed in the "health care clip."

Dick Gephardt explains why taking campaign contributions do not influence his voting patterns. In response, a lobbyist explains why his organizations make contributions and what his expectations are when a candidate accepts the money.

Usage: A nice short, introduction to how candidates perceive campaign contributions. Useful to launch a debate on the ethics of taking contributions and understanding the role of money in elections.

Paper Topics:

1. Identify an issue of public policy such as U.S.-China trade relations, national missile defense, or D.C. statehood movement. Clearly define the issue to include the history of the issue, presence of the issue in the public mind, and underlying reasons that the issue is an issue of public policy. Next, identify two interest groups associated with that issue. The interest groups must have opposing views on the issue. Trace the arguments of each group on the issue, the groups' desired goals, and discuss why the group favors its declared position. Finally, identify the strategies the two groups employ to achieve its goal.

2. Research the history, organization, structure, and policies of one interest group. Be sure to examine the organization's membership, structure, history, mission, and tactics. Who leads the group? Has the organization's purpose changed over time? How does the group attract and retain members? What is the general demographic profile of the group? What benefits does the group provide its members? Next, identify at least one policy initiative the interest group supports. What strategies does the group employ to promote its initiative? Does the group lobby, use the courts, or pursue a public strategy? Finally, research the group's campaign contribution strategy. How much money does the group contribute annually? Does the group favor one political party over another?

Ethical Components:

In what ways are politicians beholden to interest groups who provide campaign funds on behalf of their causes?

How can politicians balance the intense views of lobbyists with their relatively silent constituencies?

If interest groups wield too much power, should we declare them illegal? Should we make corporate contributions and PAC contributions illegal? Why or why not?

SECTION IV: PUBLIC POLICY

14. Public Policy, Social Welfare Policy, Economic Policy, Foreign Policy

Texts:

O'Connor and Sabato, Chapter 17, 18, 19

Patterson, Chapter 18, 19, 20

Lowi and Ginsberg, Chapter 14, 15, 16, 17

Supplemental Readings:

What Happened to America's Public Schools? Not What You May Think by Gerald W. Bracey.

The Return of Pragmatism by Louis Menand.

The Civil-Military Problematic: Huntington, Janowitz, and the Question of Civilian Control by Peter Feaver.

The Other America by Michael Harrington.

The Affluent Society by John Kenneth Galbraith.

Learning Objectives:

Who are the "winners" and "losers" in the allocation of scarce resources called public policy?

Does society have a moral obligation to take care of its citizenry?

Does the United States have a moral obligation to lead the world in a humane and democratic manner?

Key Terms and Concepts:

Steps in the Policy Making Process -- Agenda Setting, Formulation and Legitimization, Adoption, Implementation, and Evaluation/Adjustment

Types of Domestic Policy -- Distributive, Regulatory, Redistributive

Types of Foreign Policy -- Structural, Strategic, Crisis

Types of Economic Policy -- Fiscal/Keynesian Policy vs. Monetary Policy

Deficits, National Debt, the Crowding Out Phenomenon, Interest Payments on the National Debt, Economic Competitiveness

Adam Smith's Invisible Hand, the Law of Supply and Demand

Market Failures -- Public Goods and the Free-Rider Problem, Economic Cycles (Recession and Depression)

Trade-Offs, Subsidies, Action-Reaction Cycles, Tax Loopholes/Preferences, Excise/Sin Taxes Subsidies -- Governmental Production, Provision by Contract, Grants, Loans and Loan Guarantees, Tax Breaks, Tariffs, In-Kind Subsidies, Price Supports

Poverty -- Definition, Causes, Policy Responses

Social Welfare State and Entitlements -- Social Security, Medicare, Medicaid, TANF, COLAs, Shrinking Discretionary Spending

Patterns of Presidential-Congressional Public Policy Making

Realism vs. Idealism

Social Welfare Policy

Learning objectives:

Understand the federal government' role in social policy.

Understand the role social welfare policy attempts to address the material problems of both poverty and dependency in America.

Understand how social welfare policies are created in the United States.

Major Themes and Discussion Questions:

Why did the Great Depression trigger the creation of federal welfare programs?

In what ways can government reduce poverty and limit poverty's negative impacts on society?

Differentiate between contributory and non-contributory social welfare programs.

What percentage of federal spending is targeted for social welfare?

Who are the recipients of federal social welfare spending?

What are the eligibility requirements for various social welfare programs?

Does society have a moral obligation to take care of its citizenry?

Does the United States have a moral obligation to lead the world in a humane and democratic manner?

Key Terms and Concepts:

Equality of opportunity

Contributory programs

Non-contributory programs

Social Security

Medicare

Medicaid

Entitlement programs

Aid to Families with Dependent Children (AFDC)

Temporary Assistance to Needy Families (TANF)

Earned Income Tax Credit

Food Stamps

Cost of Living Adjustments (COLA's)

Public Policy

Distributive Policy

Regulatory Policy

Re-distributive Policy

Policy Implementation

Policy Evaluation

Policy Entrepreneur

Means-Tested Program

In Class Activities:

1. Monopoly Variation. Using the board game Monopoly or Life, each of the four players start in different social positions. One player begins very wealthy, two players are middle class, and the final player begins with no money. The game illustrates the extent to which social position affects equality of opportunity. Expected result: the rich player buys most of the properties and eventually takes the money of the two middle class players, while the poor player files for bankruptcy early.
2. Each student researches their home state's spending on TANF and presents his or her findings to the class. The student should speculate as to why his or her state spends the amount it does. The class should guess which state pays the most and which state pays the least. Discussion can focus on explanations for variation related to cost of living, geographic locations, party control, or regional attitude towards social spending.

Videos:

Department of Health and Human Services: <http://www.hhs.gov>

Welfare States on the Web: [http://lead.csustan.edu/Social Work/mchu/world.htm](http://lead.csustan.edu/Social_Work/mchu/world.htm)

Medicare: <http://www.medicare.gov>

Social Security Administration: <http://www.ssa.gov>

National Committee to Preserve Social Security and Medicare: <http://www.ncpssm.org>

Paper Topics:

1. Trace the origins and development of the food stamp program in the United States. What explains the program's exponential growth from 1964 to 1974? Next, examine who the food stamp recipients are. Analyze the demographics of recipients for at least two decades. Have any changes occurred? Finally, research the extent to which enlisted service members receive food stamps. What can the Department of Defense do to eliminate poverty among its service members?
2. In order to determine eligibility for government assistance programs, baseline measures exist. The measures not only identify those in poverty, but also help government target specific groups more affected by poverty. Using the latest government measures of poverty, determine how many Americans fall below the poverty line. Next, identify and define government programs for those below the poverty line. Finally, examine your home state to identify those served by federal anti-poverty programs. Is there a profile of someone receiving federal assistance? Are rural or urban areas more likely to have people receiving federal assistance? How many people are eligible for poverty assistance, but do not receive any? What might explain this?

Ethical Components:

1. Pull the pay scale from the web of E1-E5. Many of these sailors and soldiers are earning below the poverty line. What implications does this have for command and readiness? Morale? Moreover, is the pay scale just? Reconcile your personal view about welfare and the fact that many sailors receive food stamps.

15. Economic Policy

Learning objectives:

Develop an understanding of the fundamental concepts of micro- and macro-economics. Understand the principles of U.S. economic policy over the past seventy years and the conceptual changes in economic thinking over that time, i.e. from depression to globalization. What has precipitated the major crises over that period and how has U.S. policy adapted to the change?

Be familiar with the major institutions and processes dealing on a daily basis with U.S. economic policy and the major international institutions and processes which impact the United States and its economy.

Major Themes and Discussion Questions:

What was the fundamental basis of U.S. economic policy at the time of the founding of the republic and how has it evolved over the years? Discuss each of the major changes in economic thought and policy since the colonial days and the impact on policy and every day life of the nation.

In what ways and to what degree does the international system impact the U.S. system and what are the mechanisms of regulation and participation? What distinguishes globalization today and what changes to the international system have occurred to respond to globalization? What challenges does it pose to the nation-state?

Key Terms and Concepts:

Adam Smith's Invisible Hand

Mercantilism

Keynesian economic theory

Supply-side economics

Demand-side economics

Unemployment

Laissez-faire

monetary policy

fiscal policy

Federal Reserve System

World Trade Organization (WTO)

International Monetary Fund (IMF)

Federal Trade Commission (FTC)

World Bank

collective bargaining

deficits, national debt, the crowding out phenomenon, interest payments on the national debt, economic competitiveness

inflation

Market Failures – Public Goods and the Free-Rider Problem, Economic cycles (recession and depression)

Gross National Product (GNP)

Globalization

European Monetary System (EMS)

Progressive tax/regressive tax
Stock market
U.S. Trade Representative (USTR)

In-class Activities:

1. Council on Economic Advisors and/or Federal Reserve Board: have the students act as the CEA or Federal Reserve Board around a table under specified conditions. In the case of the CEA, pose a policy issue on which the council is to advise the president or release a report. In the case of the Fed, present the students with a set of economic indicators and require decisions on the interest rate and any other critical issue. In both cases, the class may be involved as individuals or divided (the midshipmen are competitive and they prefer this latter) into groups and asked to arrive separately at a solution to a problem posed by the instructor. They then present the solution to the instructor and rest of the class and support their decisions.
2. Used successfully in the Economics Department, but necessarily condensed into not more than a day's activities in the FP130 course is a mock stock market where all receive a specified amount (imaginary, of course!) to play the stocks either for one day of mad trading (this requires preparation by instructor) or to invest and follow over the semester or over a few weeks. At the conclusion, a paper may be assigned to record and analyze the results.
3. An activity with a foreign component is a simulated trade negotiation in which a team of students play the Trade Representative and the second team play a foreign country. A current topic on which they might negotiate and with which the students might have a familiarity is entry of China into the World Trade Organization (WTO). There could be a third team playing the Congressional opposition and fourth and fifth teams playing an interest group in favor and one against Chinese entry. This would require research on the part of the students, possibly a paper on their position, strict limitations on the amount of time each has to speak.

Suggested Media and Videos:

Being located: Alan Greenspan footage on the economy

The Federal Reserve Bank and System

www.whitehouse.gov/WH/EOP/CEA/html/publications.html

Economic publications issued by the White House, including those of the Council of Economic Advisors

www.ftc.gov/ftc/consumer.htm

Reports and descriptions from the work of the Federal Trade Commission

www.bog.frb.fed.us

Federal Reserve Board site

www.ustr.gov/reports/tpa/1996/regional_2.html

US Trade Representative site

www.tech.mit.edu/Bulletins/nafta.html

North American Free Trade Association site (NAFTA)
www.imf.site.org/default.html

International Monetary Fund site
www.wto.org

World Trade Organization structure and materials

Paper Topics:

1. In-class activities papers: any of the above in-class activities (simulations or a stock market) may require written analysis to be submitted the day of the assignment or one or two class periods following.
2. Other paper topics may be written from Director of the Office of Management and Budget or Secretary of the Treasury advising the President on an issue given prevailing economic indicators which the instructor (or even student) lays out. Alternatively, the students may write their own indicators (dependent on their capabilities) and recommendations based on those indicators.
3. More traditional two to three page papers may be assigned dealing with 1) any of the terms from the list above; 2) a current crisis such as the Asian economic crisis or the decline of the Russian free markets; or 3) a specific event such as Bretton Woods or a particular economic theory.

Ethical Component:

1. A number of topics lend themselves to discussion of ethical dilemmas such as insider trading or even a decision such as whether or not spend Social Security for the future elderly on current needs.
2. There are a number of broad economic decisions in every aspect of government activity which could be discussed in this economic policy section or throughout the semester — especially cost-benefit calculations in providing services to one sector of the population at the expense of another.

16. Foreign and Defense Policy:

Learning objectives:

Review the evolution of the role of the United States in the international arena in the Cold War and post-Cold War periods, including the debates over that role.

Be familiar with the events since World War II which have been influential in shaping U.S. policy.

Develop an understanding of the major actors and institutions involved in foreign and defense decisions and policy-making processes.

Major Themes and Discussion Questions:

What were the factors during and immediately after World War II which shaped the period known as the Cold War? What were the major events of the Cold War which impacted U.S. policy?

How has the debate between the internationalists and isolationists been resolved after 1945 and after 1989? What were the similarities in the debate and how did it differ?

What are the major responsibilities of the United States internationally today and what should they be? What alliance and institutional commitments does the U.S. have?

What are the roles of the various U.S. governmental institutions in foreign and defense policy-making? What are the roles of nongovernmental organizations? Interest groups? Media? Other influences?

What are the primary challenges of the post-Cold War period and what traditional as well as innovative measures have the U.S. and international community developed to deal with those future challenges?

Key Terms and Concepts:

National interest

Internationalist vs. Isolationist debate

Cold War/Post Cold War

Monroe doctrine

Balance of power

United Nations

NATO and NATO enlargement debate

Truman Doctrine/Marshall Doctrine/Containment

Detente

Institutions and processes of policy-making (State, Defense, CIA, NSC, others)

Multilateralism/unilateralism/bilateralism

Deterrence

Globalization

Bipolar vs. Multipolar Systems

Realism vs. Idealism

Deterrence

Nuclear Doctrines

Hegemony vs. Interdependence

European Union

Association of Southeast Asian States (ASEAN)

Middle East Accords
Organization for Security and Cooperation in Europe

In-Class Activities:

Simulations: foreign and defense policy lends itself well to simulations of crises and decision-making processes. Any number of fascinating one period simulations can be developed which the students will find challenging. Such simulations will broaden student perspectives on issues as well as deepen their own understanding of crises and the actions of both domestic and international actors. There are several versions of potential simulations:

a) ***Decision-making simulations.*** Select an issue confronting the President such as payment of United Nations dues. Either prepare a one sheet explanation of the basic problem with the facts laid out for the students or, even more of a learning process, assign several groups of actors and get each to research the basic facts and present them to the class. In addition, each of the groups prepares their own 'role,' i.e. the stance of the Secretary of State on the issue, a Congressman supportive of dues payments/one in opposition, Secretary of Defense who wants the funding only for programs supportive of his mission, and the UN Secretary General. The possibilities are endless and you are limited only by the number of students. Most productive is three to four students per actor in the simulation. Each group should assign all its members one part of the role to act out in the simulation or be responsible for a position in the debate.

The day of the simulation, the room may be arranged as a Cabinet meeting around a table or with the chairs set in an oval. If the President is played, he is placed most prominently. Then each side has very limited time (i.e. 5 minutes each/even 3) to make its case. It is important to allow time for structured open discussion and encourage a decision from the deliberations. In the case of UN dues, they may be required to reach an agreed budget for the UN although the opposition may require some limitations on use of the money (i.e. no money for family planning imposed by the opposition Congressman; no US peacekeeping operations under foreign leadership (a result of behind-the-scenes lobbying by DOD). Each student may be graded for participation and part of the grade may be a half page outline/write-up of their arguments.

(Short UN video may be used here to initiate debate)

B) ***Crisis simulations:*** A similar arrangement to the decision-making simulation may be set up in terms of actors for a crisis simulation and the simulated location may also be the White House Cabinet room. The difference is that the instructor will need to lay out the situation — i.e.. unrest in Taiwan — and then will need to insert a crisis or crises which challenge the decision-makers. In the case of Taiwan, the Chinese take advantage of the Taiwan unrest and attack the island. The group must then arrive at a decision on the appropriate action to take.

C) ***Simulation with international actors:*** Either of the above simulations could be played with foreign actors involved; for instance, use NATO, or another international forum such as the United Nations Security Council for the students to play foreign decision-makers who then have to arrive at a decision on how to handle the issue or the crisis, as the case may be. Students then must research the realistic response and decisions of a foreign leader in the case presented.

All three of these variations are terrific learning experiences and often bring out and excite students who have been quiet in class. Having debated each other in this forum, they are often energized then in the class. They also get to know each other better, particularly if they are encouraged to meet in Bancroft Hall outside of class to assign parts and research and then to coordinate their parts.

Debates: Debates can be another vehicle to engage the students in the issues and encourage research on a topic. It can permit the students to develop an expertise as well on the topic chosen for the debate. Most successful are current topics in the public arena at the time, i.e. National Missile Defense or the control of Jerusalem. Assign the students sides in the debate, let them assign parts of the topics to members of their team for research into the topic, and then structure the debate so that all get to speak and that there is time for general discussion. (It cannot be emphasized enough the importance of selecting a method in debates or simulations to limit the time so that all get to take part. Otherwise, students leave dissatisfied and discouraged over the time they spent in preparation and then were unable to contribute).

Case Studies: Another method of involving the students is to select a current case study of a situation of either an historical crisis or issue and use a class period to discuss and debate the case. Although you may develop your own, it is probably more productive to use one of the many in the department on a topic which may be explored in one class period. Materials are available from many of the faculty and include the Lebanon crisis, North Korea, etc.

Suggested Media and Video:

www.state.gov

Department of State web site

www.defenselink.mil/

Department of Defense web site materials

www.asean.or.id

ASEAN materials

Www.nato.int

NATO web site

www.europa.eu.int

www.un.org/

Cold War 1 Clip

0:57

World War II Allies: Original footage shows the victory of the 1944 Presidential campaign of Franklin Delano Roosevelt. During the war there was a need to ally with the United Kingdom and Russia to defeat Germany and Japan. Clip shows the Roosevelt-Churchill-Stalin summit at Yalta shortly before the end of the war in Europe and an historian explains that Yalta confirmed what militarily had already occurred. The clip is taken from a video produced by Cronkite on the role of the president in the Cold War.

Usage: it may be used to open a discussion of U.S. foreign policy after World War II and lay the foundation for explaining the rationale and motivations of the superpowers in the

Cold War. The pictures of the leaders gives the students a sense of context for a discussion.

Cold War 2 Clip

3:10

World War II Alliance Crumbles: after WWII, there were attempts to govern defeated Germany jointly and cooperate with the Russians, but most of the attempts proved impossible. This is real time footage of Berlin right after the war. There is then video of the United States celebrating the end of the war, including some famous shots of the jubilation of the crowds in Times Square (sailors kissing strange girls, etc.). For students whose parents do not even remember World War II, there are very good news reel shots of the devastation in the Soviet Union and the relative prosperity of the United States.

Usage: Good to use to explain the onset of the Cold War.

Cold War Truman Clip

2:47

Truman/Eisenhower and the Korean War: U.S.-Soviet Cold War relationship was defined by nuclear weapons, but conventional war such as Korea continued to be a potential. The Korean War footage provides a very realistic backdrop to discussion of the war and the U.S. involvement. There are shots of Eisenhower as well as General MacArthur. The war footage is stark and interesting for students who do not recall U.S. involvement in Asia at this point.

Usage: Clip helps launch a discussion of 1) the different uses of nuclear and conventional weapons. What were President Truman's options? How did General Eisenhower use the Korean War issue to be elected to office?

(Or) 2) the clip could be used to underpin a discussion which could initiate a debate over the recognition for a need for arms control and lowered tensions.

Cold War Kennedy Clip

2:03

Relations with the Soviet Union: the Cuban Missile Crisis symbolized the height of the Cold War and is viewed as one of the most threatening confrontations with the Soviet Union during that period. The Cronkite footage of the quarantine around Cuba and the efforts made to avoid conflict between the two countries is accompanied by commentary by several historians. Footage illustrates the political and military uses of the U.S. nuclear capability used for the first time in 1945. The U.S. and Soviet Union are said to have looked eye-to-eye and the Russians blinked.

Usage: there are a number of potential uses for this clip: 1) it could be used to start a discussion of the decision by the United States during the stand-off to negotiate a settlement

(Or) 2) the instructor may want to use this case as the backdrop to a discussion of the role of each of the President's closest advisors and the way in which they are used by the President.

Vietnam Clip

2:44

Vietnam footage - One of the most domestically divisive periods for the United States was the Vietnam war. It was difficult in military and political terms. Clip depicts black-and-white shots of the war to reinforce discussion of the conflict. Real time video shows combat during the war and commentary by historians gives the students a sense of

the conflict and the debates in the United States over the war. There is also coverage of the dilemmas confronted by policymakers.

Usage: Could also be used as a lead-in to a discussion of the fact that most of today's flag officers were heavily influenced by the Vietnam conflict and their policies and decisions today often reflect that experience.

Berlin Wall Clip

3:50

East and West Split: the division of the world into two blocks became particularly evident with the construction of Berlin Wall and John F. Kennedy's comments on his visit to Berlin in 1960s and later with the comments of Ronald Reagan in the 1980s. Both of these speeches are shown in their original accompanied by remarks from historians. The footage also depicts the July 1989 Hungarian opening of the border a few months before the Wall comes down and comments by an East German on the reasons why he decided to leave the communist block. .

Usage: For students who are now too young to have seen or even known about the Wall, the footage could be riveting. Although comprehension of why a country would wall in its citizens is impossible (even when it was physically standing), this historical footage comes close to helping understand the consequences and impact of the East/West divide. Excellent lead-in to a discussion of the East/West division of Europe — and, in essence, the world.

Cold War Reagan Clip

1:18

The E/W split begins to come apart: Footage of a speech by President Ronald Reagan calling the Soviet Union the 'Evil Empire' in his first term of office is then complemented by news clippings of Reagan and Russian General Secretary Gorbachev negotiating in 1986 on a range issues, particularly arms control. This juxtaposition of differing views of the Russians by Ronald Reagan illustrates both the need for the President to deal with a new reality in Europe and the still-Soviet Union, the desire to leave a legacy in a second presidential term and the compelling pressure of the change in the Russian-US relationship when Gorbachev came to office in 1985. It also shows the importance of reducing tensions between the nuclear superpowers even for a President who entered office on a platform against the Strategic Arms Limitation Talks II.

Usage: Clip may be used to show thawing of Soviet-US relations and/or to discuss the use of arms control to achieve diplomatic and military objectives.

Foley Desert Storm Clip

5:10

House Speaker Thomas Foley appears in this C-Span footage before the U.S. Congress in January 1991 as the congress is debating whether to support the president's desire to oppose the Iraqi invasion into Kuwait the previous August. He makes point that Congress constitutionally does and should have an input into decisions such as the Persian Gulf War. (Also in foreign policy clips)

Usage: the clip may be used in two ways 1) to illustrate the constitutional roles of the Congress and President and the potential for tension between those two roles.

(Or) 2) in support of a discussion of U.S. foreign policy and the instruments available to the President to pursue foreign and defense policy.

(Or) 3) to lead into a discussion about when intervention is appropriate/necessary for the President and the need to obtain the political support of the president for that intervention.

Clinton Bosnia Clip

8:10

Clinton addresses Congress in this footage of a presidential speech to the country. He explains his decision for the United States to become involved in Bosnia. In particular, he defends the need for the United States to remain an active international player when atrocities are committed abroad. He also argues that the stability of Europe is in the national interest of the United States. Clinton outlines the rationale for the Dayton Peace Accords 1995 and praises the joint efforts of the NATO alliance in the Balkans..

Usage: the Clinton speech over the rationale for Bosnia may be used to spark a discussion on the appropriate U.S. role in the post-Cold War. Should the U.S. play as large a role as it did in negotiating the Dayton Peace Accords and sending U.S. troops? More generally., should United States policy be internationalist or more focused on defense of our borders (that is, in the extreme, pursue an isolationist policy).

Paper Topics:

Policy Papers. This foreign/defense policy section may be the most appropriate for a policy paper which both focuses midshipmen arguments (require one, not more than three pages) and requires them to understand the topic. Topics might include a policy memo to the President, Secretary of State or Secretary of Defense from the National Security Advisor or a State or Defense Desk officer on a subject such as how to treat the Russians, whether to move into former Yugoslavia/Somalia/name the next potential conflict or how to deal with the testing of nuclear weapons by India and Pakistan.

Give clear guidelines for the policy memo: i.e. the students should summarize the topic, the pressing issue, the recommendation on how to handle, and the potential pitfalls and how to avoid them. The latter might deal with Congressional or interest group opposition and how to counter their opposition.

Memo topics could range from crises (Taiwan straits, new bellicose leader in North Korea, ethnic conflict in the Caribbean) to everyday issues (funding, embassy security, etc.) to process and institutions (advice to the President on how to deal with divided government or with the balance of power between the executive and legislative branches).

Papers from in-class activities: The short papers generated by the simulations, debates, or case studies above could also be turned in as two/three page papers with some more work.

Papers could also be assigned in a number of areas for a two-page treatment: a) to address a current issue, such as AIDS as a global health hazard or responding to tensions in French-speaking Canada ; b) to explore a theoretical concept or debate, such as internationalism vs. isolationism; 3) to elect a term from the list above and write a short paper on it.

Section 7: Ethical Component

1. The following clip could spark a good discussion:

Schwarzkopf Clip**5:12**

In this interview with General "Stormin' Norman" Schwarzkopf, the General discusses the use of force and the dilemmas of when to strike massively and risk your men. He laments the loss of 150 in the Persian Gulf War, but underscores the need to attack forcefully if the United States makes the decision to attack. At this point, George Bush is President and General Colin Powell is the Chairman of the JCS. (Note: this interview was controversial at the time in some quarters because Schwarzkopf made it clear that he had opposed an attack, but had naturally followed orders when the decision was made in Washington.)

Usage: this would be an excellent clip to initiate a discussion of the ethical decisions confronting military leaders in making decisions on use of force. Schwarzkopf obviously had some difference of opinion on the decisions surrounding the Gulf War and he discusses his views. His remarks could provoke quite an interesting conversation with the class.

2. There are several possible cases in foreign/defense policy in the Malone reader on which to draw for a discussion of the ethical dilemmas. One of the student favorites is the essay on the President vs. General MacArthur controversy. The students know about the instance in very general terms, but really neither know what happened nor have discussed the issue in ethical terms.